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ABSTRACT

This issue of "Reading in Virginia" features a bicentennial article on three early pioneers in the diagnosis of specific reading problems: Adolf Kussmaul, Rudolf Berlin, and Samuel Orton. Additional material includes sketches of the two recipients of the Virginia State Reading Association (VSRA) Distinguished Teacher Awards (Kim Rusinow and Polly Simmons), a message by the VSRA president, and articles on various aspects of reading instruction, such as a supplemental skill development program, a team approach to reading instruction, home and school cooperation in reading instruction, reading games, using standardized reading test results, reading teaching methods, and and the directed reading-thinking activity. (JM)

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BICENTENNIAL ISSUE

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TRAIN up a child in the way he should go, and when he is old, he will not depart from it. Prov. xxii. 6.

READING IN VIRGINIA

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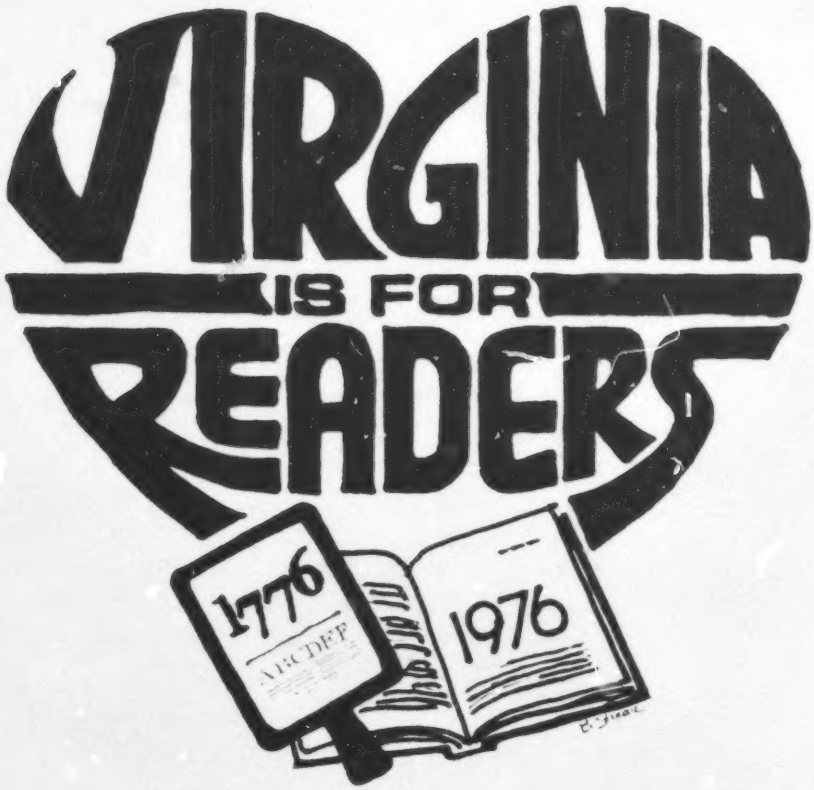

"VIRGINIA IS FOR READERS" is the theme for the Virginia State Reading Association's Annual Conference to be held on March 25-27, 1976 at the Twin Bridges Marriott in Arlington, Virginia.

The above symbol was designed by Barbara Shear, a freelance designer and illustrator living and working in the Mt. Vernon district of Fairfax County. The mother of two school-age daughters, she is an active supporter of quality education in Virginia, and a frequent volunteer in local school-related activities.

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DISTINGUISHED

TEACHER

AWARDS

Mrs. Kim Rusinow
Greater Washington
Reading Council

Mrs. Polly Simmons
Shenandoah Valley
Reading Council

DISTINGUISHED TEACHER AWARDS

On September 13, 1975, the Board of the Virginia State Reading Association agreed to award annually two Distinguished Teacher Awards. All local councils were invited to nominate individuals whom they felt worthy of such recognition. Congratulations to the following who were nominated and presented to the VSRA Board for consideration:

Mrs. Kim Rasinow . . . . . Greater Washington Area Reading Council

Mrs. Ann Madison . . . . . The Norfolk Area Reading Council

Ms. Mary Morris . . . . . The Piedmont Area Reading Council

Ms. Ruth Faye Pleasants . . . . . Roanoke Valley Reading Council

Ms. Susan McIntosh . . . . . Shenandoah Valley Reading Council

Mrs. Polly Simmons . . . . . Shenandoah Valley Reading Council

Mrs. Kathryn Bishop . . . . . Virginia Beach Reading Council

The first two recipients of this award are featured in this issue of *Reading in Virginia.*

MRS. KIM RUSINOW

Mrs. Kim Rusinow
Fairfax County Public Schools
(by) Blanche DeLaine,
Reading Specialist;
Rusty Claus,
Title I English as a Second Language Teacher; and
Pam Richmond,
Volunteer Coordinator

Kim Rusinow has lived in Fairfax County, Virginia for 18 years. She is married to a documentary filmmaker and has two children – a daughter, still in high school, and a son attending the University of Virginia. She received her Bachelor of Arts degree from Douglass College in New Jersey; her Master of Arts degree from George Washington University; and has done additional graduate work at the University of California and the Center for Exemplary Reading Instruction in Salt Lake City, Utah. Mrs. Rusinow has taught on all grade levels either as a regular classroom teacher or as an "extended" substitute in New Jersey, in the New England states, and in Virginia.

In 1962, in response to a request from the Human Relations Council of Northern Virginia, Kim organized a number of housewives, former teachers and librarians into a tutoring group. The children to be aided were identified by the local schools. Because volunteers were not permitted to teach in the schools, the sessions were held in Kim's home after school and on weekends. Field trips became an integral part relating reading and language study units to the children's life experiences. For one unit built around circus life, the group raised enough money to take a field trip to the Barnum and Bailey Circus.

From 1966 to 1972, Kim Rusinow was on the staff of the Reading Center at George Washington University as a clinician and later as a supervisor and teacher of Practicum students in the Master's Degree Program. During this time she continued her volunteer work with county tutoring groups and as a teacher's aide in a D.C. school.

In 1971, under the umbrella of the Laubach Literacy Council, Kim was invited to organize a volunteer tutoring program at Cameron Elementary School in Fairfax County.

Since 1972, Kim has been a reading specialist at Woodlawn Elementary School. As one of the twenty schools designated as Compensatory Education schools in 1972, Woodlawn qualified for the services of a full-time reading teacher.

Kim is also a guest lecturer in education courses for the University of Virginia and George Washington University. She continues to supervise Practicum students from George Washington University who take their course work with her at Woodlawn. In 1974 she was a presenter at national administrative seminars for Project LEAD/Right to Read. Her exhibit in the exemplary teachers section at the Fourth Southeast Regional Reading Conference of the IRA was on *The Role of the Reading Teacher* and was very well received.

Kim Rusinow's philosophy has been shaped both by her early years in the classroom where she felt frustrated in her efforts to reach many children and her years as a reading clinician where she experienced success with students who had failed in the regular reading program. She came to believe that (with few exceptions) every child, regardless of socio-economic status, can and must acquire reading competency commensurate with his or her intellectual ability.

But even given adequate psychological and social services, a single reading specialist working as a remedial clinician or with small groups could not meet the needs in the average school of 400-600 students. Thus Kim holds that today's reading specialist must become a resource person helping shape the total school reading program. She must develop awareness of deficiencies in the school program through testing and teacher observation of students and encourage the staff to set goals based on assessed needs. She should guide, support and stimulate the classroom teacher's reading instruction.

In the broader overlook, and in accordance with her **belief** in the role of a **reading** teacher as a **resource** teacher, Kim prefers to work directly with groups in the classroom as a demonstration for the classroom teacher. For example, in two classrooms, during a 4- to 10-week period, she assumes responsibility for teaching an entire reading group 1½-2 years below grade level. This is during their regular reading time block, leaving the teacher free to observe and participate in the lesson. In this way Kim can demonstrate, using an "authentic" reading group over a period of time, the kinds of techniques she learned at workshops and summer courses. The classroom teacher plans the overall lesson with her, and together they design the charts, every-pupil response manipulatives, practice pages and games to be used with each story. When she finishes in that classroom, Kim moves on to the next.

Kim states emphatically that she will remain a resource teacher in the school. "That's where it's at – I know the school's resource teacher can help to make a difference."

MRS. POLLY SIMMONS

Mrs. Polly Simmons
Rockingham County Public Schools
(by) Susan H. Meadows
Chairperson
Criteria and Selection Committee
Shenandoah Valley Reading Council

Mrs. Polly Simmons speaks of the reading program at Linville-Edom Elementary School as "ours", for as she states, "Any progress we have known – any success realized, has been a direct result of the total school staff working together."

"Our goal," she says, "is to efficiently arrange instruction to allow each student to reach his or her potential while developing a joy of reading."

This very creative and efficiently organized woman is one of Virginia State Reading Association's Distinguished Teachers of Reading. Mrs. Simmons is presently employed with Rockingham County Public Schools in rural Linville, Virginia. In the past she has taught deaf students and speech and hearing impaired students. Mrs. Simmons received her Bachelor of Arts degree from Mary Baldwin College, Staunton, Virginia, and her Master of Science in Education degree from Gallaudet College, Washington, D.C. She has completed additional graduate study at the University of Virginia and has earned a concentration in reading from Madison College to receive endorsement as a Reading Specialist.

The staff at Linville-Edom Elementary School speaks proudly of their unique Reading Specialist. One of their most successful endeavors is the *MOMS* Project, a parent volunteer program. Under the directorship and organization of Mrs. Simmons, teachers were instructed in the making of modules. These are colorful instructional units which contain practice materials designed at various levels, for reinforcing direct teacher instruction in a variety of skills. Teachers then trained parents in the use of these modules. Mrs. Simmons reports that approximately fifteen parents tutor students weekly. She has observed excellent results from teachers, parents, and students alike.

A mammouth, but very rewarding task, kept Polly busy during her summer vacation. A new "Reading Center" was arrangeu in home-style decor to house materials and classes. This is a cottage located on the school grounds. Here Polly and an aide invite children to learn. Small groups allow the practice of varying techniques suited to the children's individual needs. They are led to acknowledge their mistakes without fear, allowing the teacher and pupil to relate to each other in learning activities. Polly regards "winning the heart" a prerequisite to "winning the mind."

Mrs. Simmon's influence has been felt throughout the total school program. Use of criterion referenced tests indicate individual needs to the teacher and suggest possible groupings for additional practice in deficient skill areas. Every teacher at Linville-Edom reads to her class daily. Free reading time is always encouraged, but specifically planned at the close of three days during the week. A conference is held with teachers, Mr. Charles Rodeffer, Principal, and Mrs. Simmons, regarding each pupil's reading achievement level, learning pace and special needs. At this time, suggestions can be made to encourage the use of a wide variety of materials. The need to become more flexible is a high priority among Polly and her co-workers.

Obviously our Distinguished Teacher has boundless energy! In spite of all her many accomplishments, she says, "There is much work to be done and many changes to be made, but each time a student can read his own success story, I feel a sense of excitement that gives new energy for the next day's work."

We congratulate this fine educator and hope that her influence will continue to be felt by many fortunate children.

PRESIDENT'S MESSAGE

Appreciation is extended to the members of the Executive Board of the Virginia State Reading Association and the members of the local councils for the wonderful cooperation and support given the President's Office this year. The work of the organization was facilitated by the Board and by the able performance of the chairpersons of the various standing committees.

Dr. Robert D. Gibbons and Mr. J. Lee Pemberton, III are to be commended for the superb job they continue to perform as editors of *Reading in Virginia*.

In July, when the President officially took office, the goals for VSRA for 1975-76 were presented. They were as follows:

1. Increase membership by 15 percent in each council.
2. Improve communications and public relations between Board members and local councils. (This included a plea for State workers to attend local council meetings, plans for two leadership workshops, and greater coverage of council affairs in the VSRA Newsletter).
3. Establish a scholarship fund.
4. Up-date By-Laws of the Association.

At the December meeting of the Board, which was our mid-year mark, the Membership Chairperson reported an over-all increase in State membership of 15¼ percent, or a total increase in membership of 530 members, giving the organization a total membership of more than 4,000 persons.

On the second goal of improved communications and public relations, the President and President-Elect were able to attend several of the local council meetings in different sections of the State. The fall leadership workshop was conducted by Kay Hays, IRA Field Consultant, with most of the councils well represented. The plans for the spring workshop are being finalized and full support is expected in this effort. The local councils have done an excellent job of getting information regarding their conferences to Dr. Concetta Wilson, Editor of the Newsletter.

The mechanics for meeting the third and fourth goals are in motion. The Committee on Scholarships is working beautifully to establish guidelines for awarding scholarships and funding other special projects, and the By-Laws Committee is well underway on its job.

In addition to the above accomplishments, Virginia was well-represented on the program of the IRA Southeastern Regional Conference in Jacksonville, Florida, in February. Dr. Shirley Merlin, Madison College, was coordinator of the program for Virginia.

The Virginia State Reading Association made two Distinguished Teacher Awards for the school year 1975-76. These awards went to Mrs. Kim Rusinow of the Greater Washington Reading Council and Ms. Polly Simmons of the Shenandoah Valley Reading Council. These two outstanding teachers from Virginia were invited to the IRA Southeastern Regional Conference to display some of their teaching materials and to be recognized at the Conference.

Our Annual VSRA Conference, under the able direction of Mr. James Mullins, is well-planned to offer each participant enlightenment and/or reinforcement through a wide variety of sessions – general and small group – with excellent speakers and discussion leaders. Mr. Mullins and his program planning committees are to be congratulated for their outstanding job.

Looking back over the past years, VSRA seems to be steadily gaining strength in numbers and in total involvement with local, state and national affairs in the area of reading. It is rewarding to be an integral part of this organization and to have the full support of so many persons interested in the improvement of reading.

Keep up the good work and best wishes to each of you in the local councils!

Sincerely yours,

Mae C. Johnson
President
Virginia State Reading Association

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TEACHER INVOLVEMENT AND THE SUPPLEMENTAL SKILL DEVELOPMENT PROGRAM

Mrs. Jennie J. DeGenaro
Elementary Supervisor for Special Programs
Henrico County Schools
Box 40
Highland Springs, Virginia 23075

Overview

The Supplemental Skill Development Program (SSDP) originated with the 1974 Virginia General Assembly. These elected officials appropriated funds to assist in raising the reading and mathematics scores among fifth grade students across the State of Virginia during the 1974-75 school year. The goal was to assure that achievement in reading and mathematics was commensurate with, or exceeded, the ability level of these students.

Some of the steps taken to fulfill this commitment in the Henrico County Schools are delineated in this paper. (The implementation of mathematics instruction was a part of the program; however, the following discussion is confined to aspects that relate to reading only.)

In order to raise substantially the reading levels of designated fifth grade students, several approaches were considered. It was hypothesized that the reading level of selected fifth grade students, would increase if time spent on instruction was doubled each day. Also, if teachers were assisted simultaneously to improve their own teaching skills and strategies, even greater gains would result. In other words, it was felt that student reading skills would increase in proportion to the time spent on teacher inservice and communication.

To begin with, a highly qualified, dedicated staff was assigned to instruct the SSDP classes. The staff included assistant principals, resource teachers, counselors and one kindergarten teacher. This group of teachers was capable of doing an excellent job on their own. However, the desire to assist with the added responsibilities of these teachers was uppermost in the minds of the administrative staff, and consequently the following plan evolved.

The design included several methods for increasing teacher skills and strategies. Inservice would be provided by the Henrico County professional staff, a course was scheduled to be presented by a local university, and the opportunity to communicate both orally and in print would be given.

Inservice Training

First, the inservice training will be described inasmuch as the breadth and depth of this program was considered of paramount importance to the overall success of the SSDP program.

Inservice meetings commenced with criterion referenced testing procedures and techniques for utilizing the test data. "Keying" in with material to the State Department's reading objectives followed. Only material which was actually available in the county was acceptable as a recommendation. These inservice meetings were conducted as workshops with everyone becoming involved and working toward a common goal. Teachers worked individually and in small groups. Objectives were typed and disseminated ready for cutting and pasting on small cards. Material and games, when submitted by the teachers for accomplishing the objectives, were also typed and made ready for pasting on cards. This allowed the entire "program" to fit into several small boxes. This easy access and simplicity of design increased the likelihood that this mini-file of ideas would be used.

Demonstrations

In addition, workshops included demonstrations with students who were assigned to the program. Teachers had the opportunity to see someone else attempting to teach a student specific objectives. Teachers observing the demonstration were especially interested because they would be doing the same instructing back in their home schools within the next day or so. These immediate needs made the inservice more meaningful. Nothing was presented that did not have a direct correlation with the objectives to be taught. A simple management and record keeping system was devised and used throughout the county. Teachers were able to spend a minimum amount of time keeping track of objectives the students mastered or, conversely when recycling was necessary.

Materials List

A materials list was prepared. Information included the commercial names of material, the catalog number for ordering, current prices, the address of the company and an evaluation by the teacher who had actually used the material. Information was especially helpful since many teachers had a designated amount of money to spend for materials to be used in the SSDP programs. The teachers relied heavily on these reviews when ordering new books, games and so forth.

Informal Reading Inventory

Instruction on the development of an informal reading inventory (IRI) was the impetus for one inservice meeting. A detailed, step-by-step description of how to develop an IRI enabled the teachers to write their own inventories. The discussion, with mimeographed details, was followed by a demonstration with a student. A workshop was set up to allow time for each teacher to develop her own IRI. Guidance was available if needed. Teachers selected books they planned to use in the SSDP class for developing their IRI's. Teachers were also encouraged to administer the IRI themselves rather than to permit someone else to test a child with whom they would work. The outcome was teachers who were proficient in the development of and the administration of an IRI. These teachers could now demonstrate for the teachers in their home schools the techniques learned in the workshop. A uniform marking procedure was encouraged. This facilitated teacher awareness of student comprehension errors and oral reading

deficits when students transferred to other schools within the county. Classroom teachers could also study the miscues and assist in teaching these skills.

University Involvement

A local university was approached to teach a course geared to meeting the specific state objectives in reading. The course was offered and the university arranged for various professors to describe delivery systems for similar programs used elsewhere in the United States. Ideas obtained in this course were taken back to the schools where immediate application was possible.

"Share" Sessions

Several inservice meetings were designated to "share" sessions. Teachers were encouraged to bring and demonstrate "teacher made" as well as "commercial" material. Seeing the material and hearing first hand results provided a "hands-on" learning experience. Teachers were then given time and material to replicate any of the games and exercises desired.

Newsletter

A newsletter was published monthly to keep teachers abreast of current books and periodicals. Also included were descriptions of reading activities which were happening in the county. Techniques and games were featured. The major criteria for getting "into print" was whether or not the item furthered reading skills particularly as they related to the reading objectives. Every teacher in the program was encouraged to submit ideas, games or mini-book reports for publication.

Results

Students met the reading objectives in an exemplary manner. Eighteen schools exceeded the projected expectations based on the student's ability scores. It is believed that reading skills can be raised in proportion to the action taken on several variables. The time devoted to encouraging and stressing reading is well spent. Relevant workshops contribute to teacher growth which indirectly affects student achievement. University courses also make a contribution. Idea sharing is also believed to be of value. Teachers need, but seldom have, the opportunity to acquire sound ideas from each other. A newsletter provides a medium of expression as well as a method for keeping a group informed.

Accountability is also built into a program such as described in this paper. The post scores reflected genuine gains compared to the pre scores. Although there are many variables to consider, it may be assumed these gains would not have been as impressive without the foregoing program.

The SSDP is directed by Jennie Jennings DeGenaro, Elementary Supervisor for Special Programs, under the general direction of Dr. Morton Bradman, Assistant Superintendent for Curriculum and Instruction. Readers who are interested in obtaining additional information about the program should contact Mrs. DeGenaro.

WILLIAM HOLMES McGUFFEY: PIONEER IN VALUES CLARIFICATION

Betty-Jo Dawkins
Reading Teacher
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Falls Church, Virginia 22046

How interesting would be the conversation if one could cut across the limits of time and introduce the nineteenth century educator, William Holmes McGuffey, to the modern educator, Sidney Simon! The two would share more than a general interest in education, for each called to the attention of his own generation the importance of social values. Simon seeks to make such values prominent to modern scholars through the use of strategies and exercises designed for what he terms "values clarification." McGuffey had a similar purpose, using, in his case, the medium of reading lesson material. Their methods were not the same, but each sought answer to the question, "How does a young person learn how to direct his life through a world full of confusion and conflict?"[1]

Granted, there may be a tug of nostalgia in recent interest in the McGuffey Readers, but the record easily attests that almost 125 million copies of the Readers sold between 1836 and 1920 were read by half of the schoolchildren in the nation and thereby wielded tremendous influence on American tastes, morals, and beliefs.

The man McGuffey came on the American scene at just the right moment. Born September 23, 1800 in western Pennsylvania, young William moved two years later to Ohio. Here he attended boarding school and an academy, eventually receiving his B.A. degree from Pennsylvania's Washington College. At a salary of six hundred dollars a year, he became Professor of Language at Miami University in Oxford, Ohio. Later he was granted his wish to teach moral philosophy and religion, rather than extinct languages. To test some of his educational theories, McGuffey started a little school in his back yard. For those students he prepared special lesson exercises and wrote stories which

> ...McGuffey came on the American scene at just the right moment.

could teach reading and moral lessons at the same time. These lessons shaped themselves into a book which was later published as the *First Reader*. In 1836, McGuffey was elected president of Cincinnati College; in 1839, president of Ohio University. In 1845, this educator, lecturer, author and Presbyterian minister became Professor of Moral Philosophy at the University of Virginia, a position which he held for almost thirty years. He died in 1873 and was buried in Charlottesville.[2]

During the span of his life, McGuffey observed firsthand a maturing nation. The time was ripe for publishing textbooks for the virtually bookless people of the Midwest. The few Eastern texts were dull and puritanical. Western vocabulary reflected numerous cultures and needed standards. The writer had many to please. Material needed to be "enough Puritan to fit into the religious mental mode of the descendants of the Ohio Land Company, enough Cavalier to fit into the moral and mental mode of the blue blood of Kentucky, Virginia, and North Carolina; enough economic to fit into the thrifty mental mode of the Germans and Scots."[3]

The time was ripe for publishing textbooks for the virtually bookless people of the Midwest.

Considering the population for whom he wrote, McGuffey stated his aims: ". . . to obtain as wide a range of leading authors as possible, to present the best specimens of style, to insure interests in the subjects, to impart valuable information, and to exert a decided and healthful moral influence."[4] He was convinced that "Next to the fear of God implanted in the heart, nothing is a better safeguard to character than the love of good books. They are the handmaids of virtue and religion."[5]

Working as both author and compiler, McGuffey termed his Readers "Eclectic," meaning that the content was of highest quality and chosen from various sources and types. Modern critics point to the uncontrolled vocabulary, the lack of colorful illustrations, the tedious writing style, the Victorian sentimentality, the lack of units of study, and the pervasive Protestant Christian religiosity.[6] However, the nineteenth century public liked his choices, for no other series of textbooks under the name of one person has ever equaled his sales record.[7]

The great popularity of the McGuffey Readers was due largely to the fact that the virtues they presented to American youth were those prime values that Americans professed to believe in. The truths and poetic expressions were quoted by parents, preachers and the general citizenry. Children identified with the stories, for they were tied up with action and a child's day-to-day experiences.

...nothing is a better safeguard to character than the love of good books.

In *Values and Teaching* Sidney Simon and his coworkers have outlined seven traditional ways to develop character: [1] Setting an example, [2] Persuading and Convincing, [3] Limiting Choices, [4] Inspiring, [5] Rules and Regulations, [6] Cultural and Religious Dogma, and [7] Appeal to Conscience.[8] McGuffey used these very approaches in his efforts to instill social values. Extensive examples are not within the limits of this paper. However, consider the following from the *Second Reader*: (see Appendix for futher delineations of values teaching.)

This lesson should teach children to be ever ready to help one another.[9]

Ralph did not soon forget this . . . He at last learned to do as he was told.[10]

I think I see them kiss their dear father and mother a sweet good night. Do you not wish that every boy and girl could have a home like this?[11]

He went along slowly, reading a book. Sam had spent all his money for the book, but he was a happy boy.[12]

It is because we have all been doing something useful tonight. We feel happy because we have been busy.[13]

Yet he was happy; for he felt that he had done right. Had he deceived his brother, he would not have felt at all happy.[14]

It was wrong to break the window, though I did not mean to do it. I will go and pay for it, if it takes all my money.[15]

Even a glance at a small sample of the titles that McGuffey chose for his lessons emphasizes his moral teachings:

"The Greedy Girl"
"Pretty Is that Pretty Does"
"Courage and Cowardice"
"Where There is a Will There is a Way"
"Waste Not, Want Not"
"Consequences of Idleness"
"Perseverance"
"What is Time?"
"Effects of Universal Benevolence"
"Ironical Eulogy on Debt"
"True Manliness"

A strong admiration for the self-made man, a belief in man's moral duty to seek success, and the pondering of the meaning of an individual life - all were a part of McGuffey's character training. The morals drawn at the end of the lessons spoke for courage, obedience, truthfulness, sobriety, and kindness to both man and beast. They called for a reasoned assessment of home life, time, work, cheerfulness, and goodness. One must learn to think, to say "No", to appreciate the beauty of nature, and to live at peace.

...no other series of textbooks under the name of one person has ever equaled his sales record.

Herein lies a difference in the aims of William McGuffey and Sidney Simon. The relatively new teaching method called "values clarification" does not attempt to instill any particular set of values. It is not concerned with the content of students' values, but with the processes of valuing – that is, how people come to hold certain beliefs and establish certain behavior patterns.[16] Supporters of the method do

maintain, however, that techniques and strategies for examining and determining values can be applied to learning situations, resulting in a student population that is "more positive, purposeful, and enthusiastic."[17]

Roughly one hundred years separate the educational history that pays tribute to William H. McGuffey and Sidney B. Simon. Their achievements, however, are complementary. Should the two gentlemen have met, it is not difficult to imagine that the evaluation of each would have been complimentary of the other!

Footnotes

1. Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, *Values Clarification* (New York: Hart Publishing Co., Inc., 1972), p. 15.
2. Ralph Walker, "America's Schoolmaster: McGuffey and his Readers," *American History Illustrated* (May 1973) pp. 15-24.
3. John A. Nietz, "Why the Longevity of the McGuffey Reader?" in *Educational Research*, eds. I. J. Lehmann and W. A. Mehrens (New York: Holt, Rinehart and Winston, Inc., 1971), p. 58.
4. Robert Ross, "New Eclecticism for Old McGuffeys," *The National Elementary Principal*, XLVI (September 1966), p. 37.
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10. McGuffey, p. 101.
11. McGuffey, p. 12.
12. McGuffey, p. 61.
13. McGuffey, p. 72.
14. McGuffey, p. 39.
15. McGuffey, p. 133.
16. Simon, pp. 19-20.
17. Mears, p. 36.

Appendix

Additional Examples of Values Training

McGuffey's Eclectic Primer
- Kindness to Animals . . . . . pp. 39,47,49
- Kindness to Others . . . . . pp. 20,22
- Obedience . . . . . pp. 46,47
- Rewards . . . . . p. 57
- Nature Appreciation . . . . . p. 59
- Courage . . . . . p. 31

McGuffey's Second Eclectic Reader
- Home . . . . . p. 12
- Helpfulness . . . . . pp. 10,35
- Unselfishness . . . . . p. 124
- Time . . . . . pp. 28,80
- Curiosity . . . . . p. 136
- Cheerfulness . . . . . pp. 30,31

McGuffey's Third Eclectic Reader
- Humanitarianism . . . . . pp. 80,56
- Gentleness . . . . . p. 60
- Peacefulness . . . . . p. 82
- Gratitude . . . . . p. 174
- Kindness to the Poor . . . . . p. 72
- Modesty . . . . . p. 74
- Good Judgement . . . . . p. 145
- Sobriety . . . . . p. 113
- Perserverance . . . . . p. 25
- Ingenuity . . . . . p. 190
- Industry . . . . . p. 147

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A TEAM APPROACH TO READING INSTRUCTION

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Richard Larson (1974) had a puzzled reaction to a situation which may sound familiar to many remedial reading teachers. He wrote,

The Reading Teacher's Dilemma

I know i.t.a.,
I use SRA,
A knowledge of phonics is mine.
I've assigned my troops
To ability groups.
I think basal readers are fine.

Linguistics are cool.
My class likes to fool
Around with experience charts.
My kids play Scrabble,
And I often dabble,
In reading aloud, with two parts.

My tape recorder,
When not out of order,
Is ready to catch every word.
Earphone's on one's head
While stories are read
Means words are seen as they're heard.

Individualize?
I've tried that for size.
I've set up a reading corner.
I let children use
Nasty words that *they* choose,
A la Sylvia Ashton-Warner.

Drill sheets are stellar
(Stored in my cellar
Are all the Dittos I need).
One problem I find
Drives me out of my mind:
A lot of my students can't read!

It appears that the reading teacher in this poem presented his students with a multitude of methods, materials, and equipment within his special reading classroom. However, he did not turn to one very important resource: people.

The Need for Cooperation

It is rare indeed to find a school in which a child studies with one teacher during the entire school day. Consequently, there are many instances of fractured efforts to improve children's reading. It would be beneficial for all persons who instruct a child and who affect his growth in reading to enter into a professional partnership for the improvement of reading. It has been said that reading gains made in special reading classes have not been long lasting (LaBudde, 1973). In this age of specialization in education, professional partnerships are essential if children are to learn to read better and to make reading a lifetime activity.

In Virginia, some inroads have been made towards developing the attitude that reading improvement need not be accomplished in special reading classes exclusively, but rather that reading improvement should be a cooperative community commitment. This concept was originally explored at the First Governor's Conference on Reading held in October 1973. This topic was pursued further at seven Regional Conferences on Reading held throughout the State during the months of October and November 1974. Virginia is believed to be the first and only state to place such emphasis upon reading instruction and to hold such conferences.

The Reading Specialist

Partnerships for the improvement of reading must begin among the professionals in each individual school if a total community commitment is to realize the promises it holds. It is perhaps reasonable to expect that the reading specialist in a school should play a vital role in nurturing the cooperation of all professionals within that school.

The reading specialist should encourage every teacher in the school to accept those children who do not respond to their first efforts to instruct them in reading as providing an opportunity to be of assistance to someone in need, rather than as presenting a drudgery and a painful duty to perform. Some surveys have shown that individual assistance by the reading specialist is one of the most effective types of inservice training for teachers (Moburg, 1972). Consequently, in addition to formal inservice sessions, the reading specialist should have an open door (and an open mind!) policy towards the needs of the other professionals in the school.

The Classroom Teacher

Children who attend special reading classes seldom spend more than one hour per day in such classes. It is imperative to make the remainder of the day count towards the improvement of reading. For this reason, the classroom teacher may be thought of as the key professional in the teaching of reading. Frequent conferences between the classroom teacher and the reading specialist are necessary so that their efforts may be carefully synchronized.

Oftentimes the classroom teacher may be able to adjust group activities so that the very gifted as well as the low-achieving reader may benefit. In other cases the reading specialist should be consulted for methods and materials required by a particular student. The reading specialist may also be a helpful partner in conducting parent conferences, in testing individual students, in working with groups, in ordering textbooks and materials, in training volunteers at

the teachers' request, and in many other ways.

The Content Area Teacher

Working with content area teachers is a growing concern of reading specialists. Tangible evidence of such interest are the many recent publications on this topic. Thomas and Robinson (1972) present a model for reading improvement which employs three avenues: Direct instructions to the student; Suggestions for the teacher; Additional suggestions for special problem areas.

Perhaps reading specialists may follow a similar three-pronged approach towards helping in the improvement of reading in the content fields.

The Librarian

The school librarian should also become a partner in the improvement of reading. Close working relationships between reading personnel and librarians have received more endorsement in essence than in deeds (LaBudde, 1973). Making this working relationship a reality can begin with the reading specialist helping the librarian build and keep current a professional library on reading, while at the same time encouraging teachers to use these sources. The dissemination of new materials can be accomplished as the need for a reference source arises at individual conferences or at faculty meetings.

Librarians are interested in learning to deal with both the gifted and the underachieving readers. Reading specialists need to cultivate and maintain close communications and effective professional cooperation with librarians.

The Principal

The school principal is an important partner in the improvement of reading instruction. A principal who has a broad view of reading instruction, and who understands the different needs of different learners, is able to facilitate the work of the teacher who is attempting to meet the needs of every student. The principal plays a vital role in hiring qualified personnel, in giving direction to the reading program, and in involving the community in the improvement of reading (Sanacore, 1974). Through well-planned classroom observation, and the use of wisely constructed checklists, the principal can provide teachers with much specific assistance for improving reading instruction in every classroom (Criscuolo, 1974). In addition, the principal should provide the faculty with ongoing inservice education on reading which is meaningful.

True cooperation among the reading specialist, the classroom teacher, the content area teacher, the librarian, and the principal is a necessary first step towards the improvement of reading instruction for all students.

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READING INSTITUTE NUMBER 5

The Fifth Annual Reading Institute of Longwood College, Farmville, Virginia has been scheduled for Saturday, September 18, 1976. Dolores Durkin of the University of Illinois and author of several texts and articles, will be the main speaker. For information, write to the editors of **Reading in Virginia.**

A HISTORY OF THE WHOLE-WORD METHOD

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Reading instruction at the time of the American Revolution was based on having beginning readers learn the names of the letters of the alphabet. The young child would then recognize words by spelling them out (naming the letters of a word). A revulsion against this form of word recognition was probably already afoot in the early days of our new nation, at least among those who were favorably impressed by the German, Gedike, who in 1791 had proposed the use of the whole-word method. "It is neither necessary nor useful **to begin** learning to read with a knowledge of the individual letters," Gedike protested. It is "far more useful," he went on, "for the child if he learns to read **entire words** at once."[1]

By a couple of generations later the whole-word method had been recommended by reading experts in the United States. Smith[2] recounts that "To Worcester belongs the distinction of being the first American author [in 1828] to advocate the word method." Worcester believed beginning readers "may learn first to read words by seeing them, hearing them pronounced and having their meanings illustrated, and afterwards it [the child] may learn to analyze them or name the letters of which they are composed."[2]

> ...the whole-word method found little further support until the end of the nineteenth century.

The idea of the whole-word method was accepted by other writers of basal readers of Worcester's time, notably Bumstead (1840) and Webb (1846). Prominent educators of the period also proclaimed its value. Horace Mann believed "the advantages of teaching children, by beginning with whole words, are many."[1] Despite endorsements of this kind, the whole-word method found little futher support until the end of the nineteenth century, however. Instead, the loyalty of teachers stayed with phonics-based materials like the *McGuffey Readers*.[2]

At the turn of the century the whole-word method was given a renewed impetus by highly influential schoolmen and educational philosophers at the University of Chicago. Convinced that a whole word is as easy for a beginning reader to learn as is a letter, Francis Parker insisted that up to 200 words be learned as wholes by the child before he was taught any phonic analysis. John Dewey and G. Stanley Hall shared his conviction. Through their combined efforts the whole-word method "came to occupy a prominent place in a new system of education to which the adjective 'Progressive' was applied."[2]

> ...the true way to teach children to read was incidentally and unhurriedly.

A national organization established by the followers of Parker, Dewey and Hall, the Progressive Education Association, then acted to sustain the whole-word method. During the life of the PEA its members accepted Dewey's notion that the true way to teach children to read was incidentally and unhurriedly, as a corollary or ongoing classroom activities of the child's own choosing. It is apparent the whole-word method fitted neatly into this description of teaching (as much as a program of systematic, early and intensive phonics would not).

About this time a new movement in psychology proved useful as support for the whole-word method. This was gestalt psychology (begun in 1912), which had three tenets, at least, compatible to this method. Proponents of this psychology argued our experience is always perceived by us as a totality, as wholes, and not in terms of its separate parts. Then, it was avowed there is an innate organization to one's perception, which develops independently of previous learning; this was the idea of unlearned perception. Finally, the new psychology forwarded the idea of "insight", making trial and error experiences usually irrelevant. The advocates of the whole-word method eagerly matched these conditions with their view that beginning readers recognize words by wholes.

The support for these ideas can be found in the textbooks on reading methods written for teachers over the years. Praise for the whole-word method can be traced back at least to Huey's *Psychology and Pedagogy of Reading* (1906).[3] It was Huey's belief that "studies in the psychology and physiology of speech indicate that any but the most incidental analysis of spoken language, such as phonics implies, is dangerous before the age of eight or nine." From Huey's time to the 1970's the textbooks on reading methods which advocated the whole-word method somehow overlooked or avoided a critical question about this method, the one asked by Smith:[4] "If words are recognized 'as wholes,' how are the wholes recognized?" In short, what does a reader know if he knows what a word looks like? If reading experts did not ask such questions it is apparent that for over three generations teachers were not trained to answer them.

That practically all teacher educators were favorable to the whole-word point of view until the 1960's, at least, is shown in other ways. For example, Austin[5] asked 638 reading teacher educators in 1961 for ideas "which should receive more emphasis" in college reading courses. Only 2 per cent of their replies were in the category, "word attack." As for "anticipated changes in reading instruction" these professors foresaw for schools, only 1 per cent of their responses related to "more emphasis on phonetic methods of teaching."

> "If words are recognized 'as wholes', how are the wholes recognized?"

The writers of the methods texts for teachers of reading during this century usually were also those who wrote the basal readers and their manuals. Thus, the increased use of basal readers meant a continued employment of the whole-word method. Austin and Morrison's survey[6] of reading practices in schools in 1963 revealed that 97 per cent of teachers in the primary grades taught the basal

reader, whole-word approach. The extent of the loyalty of these teachers at this time to this method was also striking. Barton and Wilder[7] found that 95 per cent said the basal reader was "very important or absolutely necessary." These were the conventional basal readers as Chall[8] rightly describes them, wherein "phonics is usually buried under masses of other material, and children are not always given a chance to put what phonics they learn to use." There is little doubt, as she said, that in these readers "recognizing words as wholes remains the prime means of word recongition."

> ...phonics methods teachers have been depicted as mechanical, cruel and inhumane taskmasters.

A further reason the whole-word method has survived as its has stems from the tales circulated of the supposedly repugnant behavior of phonics teachers. From the time of Horace Mann onward phonics methods teachers have been depicted as mechanical, cruel and inhumane taskmasters who literally drove their pupils through months, even years, or torturous, parrot-like drill. Phonics classes were described as deathlike, repulsive, fear-ridden places where pupils were forced to learn misleading information about speech sounds and their spellings through bizarre teaching procedures.[1] While the horror stories of the disreputable depths into which teachers would inevitably fall if they taught phonics were doubtless exaggerations, they cast such a ghastly light that even today teachers who strongly advocate phonics methods are caught in its glare.

The whole-word method also has been continued to current times on the basis of the misinterpretation of research by its advocates. Early tachistoscope studies were concluded to say that mature readers saw words as wholes. Although it was argued this may not be the case, advocates of the whole-word method accepted this interpretation without reservation. Then they doubled the error of their judgment of these studies by inferring that if mature readers read words as wholes, ipso facto, so must beginning readers. In like manner the findings of eye-movement studies were also distorted. The erroneous view of these studies is currently repeated by Dallman, et al.[9], when they say, "Confirmation of the value of a whole-word method came from early eye-movement studies in reading by Dearborn, Judd, Buswell, and others." The facts are, for example, that Buswell[10] found first-grade children make multiple fixations on single words. Later, eye-movement studies[11] have found "that a child cannot be expected to recognize 'simultaneously', within a single eye-fixation, more than one or two letters of the size usually used in a primer."

> ...the findings of eye-movement studies were also distorted.

Beyond this, researchers in reading before 1958 appeared to have no more interest in finding answers to the question, "If words are recognized by wholes, how are the wholes recognized?" than were the authors of methods texts and basal readers. Smith[2] notes that during the years, 1924-1935, there were 654 studies on reading published. I could find only one during that time designed to find out the cues beginning readers use to recognize words.[12] During the period 1938-1957 no such studies were made. Since 1958, however, there are at least twenty-five studies that relate to this problem[12], an indication that in the future the assumptions of the whole-word method will likely receive more frequent and intense scrutiny.

The several research studies since 1958 refute the central axiom of the whole-word method. These studies make clear children use parts of words as cues to their recognition from the time they first begin to learn to read. They show that beliefs such as Durkin's[13] that beginning readers can recognize words "without going through any types of analyses," simply are wrong. Both my review of this research[12] and that of Dykstra[14] would confirm, as he says, that "This research yields additional support to beginning reading methodologies that emphasize systematic phonics in the initial stages of instruction."

There are other recent criticisms of the whole-word method's historical claim to eminence. For example, the research findings on the uses of this method as versus phonics methods invariably favor the latter.[8,14] There has been too much disclaiming evidence about gestalt psychology for it to be unconditionally accepted as the rationale for beginning reading instruction. The methods of teaching phonics, in turn, have improved. One would be hard-pressed to accuse them today of fostering inhumane teaching procedures. It also appears unlikely that the whole-word method will be rescued from its present set of critics by a group of influential champions, as happened at the turn of the century, or reinvigorated by a national organization like the PEA.

> The several research studies since 1958 refute the central axiom of the whole-word method.

From all these accounts it would appear the future of the whole-word method is in jeopardy. Its future viability will doubtless depend, however, on how the basal readers of the future interpret the array of evidence now set against the whole-word method. Will the basal readers of the future abandon the whole-word premise? According to Aukerman[15], this will be the case. His ongoing study of the basal readers now in production, ones that will appear in the next five years or so, has convinced him basal readers of the future will all have a stronger emphasis on phonics than they had in the past. If this turns out to be an accurate observation, then support for the whole-word method will be discontinued, at least in practice. That is, there is little likelihood that basal reader programs of the future, that use intensive, early phonics, would begin by teaching children to read whole words.

> ...it would appear the future of the whole-word method is in jeopardy.

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A TEACHING METHOD THAT WORKS

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If Johnny is normal enough to sit in your regular classroom, you can teach him to read. But, he will learn to read by **reading**, so plan for plenty of it daily.

Start the whole class together in a review book, reading several stories a day chorally with the teacher leading. At the end of each period, do some intensive vocabulary drill. Rush the review, then get the whole class in the basic grade-level reader. Read the same story orally together four days. Begin tapping the most attentive participants as leaders, to stand before the group until they are replaced by other ambitious ones. Oral class reading continues without interruption, and even the most backward pupils will try their best to become honored leaders.

On each of the four days, follow the oral reading with a different special skill practice.

1. Scan for vocabulary words, with the teacher giving the word and page number.
2. Let the children select the most dramatic reader by having the whole class compete on the same quotation.
3. How many ways can they use the vocabulary words orally in sentences?
4. Have a team contest, giving two points to anyone reading the same short selection perfectly on first try. Let them draw comic-strip type pictures to tell the week's story, while others get a second try to earn one point.
5. On Friday, pass out duplicated grading sheets. Each pupil reads his own selection orally before the group. They really work to get A's from their classmates on all of the oral reading skills.

Have a daily period to put some examples of a phonics principle on the board. Set them to work finding more to put on their papers. They will not waste any time if the teacher moves about, checking for the best lists, and allowing those pupils to put one of their words on the board.

Use the "morning board" time to cover the basic vocabulary five times during the year.

1. Have words and respellings copied from the glossary.
2. Look up the word in the dictionary and copy that respelling.
3. Give a synonym for the glossary definition.
4. Write a sentence with the word, using the book meaning.
5. Make a sentence with each dictionary meaning. Each morning, fast workers earn extra credit by adding their individual reader's vocabulary words to the day's assignment.

Have an hour of individual reading at the end of the day. Start every child in a comfortable book with a set of teacher-made questions to be answered. (Begin the easy books with simple fill-in-the-blank statements and gradually make each book level more difficult until more complicated thought processes are tested.) Teach proofreading by giving rewards for papers containing no more than one error in fact, spelling, grammar, or punctuation. If a test contains mistakes, mark them for correction before the book is credited. During this hour, the teacher will have time for an individual conference with each pupil.

Yes, there still will be time for all other subjects daily, and Johnny will learn to read if the teacher works, loves, and praises enough.

THE PRINCIPAL AND THE IMPROVEMENT OF INSTRUCTION IN READING

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Virtually all the writers in the field of educational administration and supervision feel that the improvement of the instructional program and the reading curriculum are the most important tasks of the principal, both at the elementary and secondary level. It is the purpose of this article to explore in some detail the role of the school principal in carrying out these tasks.

As one examines all the duties and responsibilities of the school principal, the one area that emerges as the number one priority is instructional leadership. Instructional leadership implies supervision of instruction, and supervision of instruction implies teacher improvement. However, in order for teachers and for education to improve, this instructional leadership exerted by the school principal must be dynamic.

Research studies indicate that school principals feel that the most important factor in improving instruction is the creation of a school climate in which teachers, individually and collectively, are encouraged to experiment and to share ideas. Research in the area of organizational climate has tended to show that more good things happen in an open climate. Teachers also feel that an open climate is most conducive to the improvement of instruction. Therefore, it can certainly be concluded that the most important quality that a school principal can possess is an open-minded, democratic attitude which allows teachers to utilize and share their creative talents.

The personal characteristics of a principal frequently determine success as an instructional leader and should demonstrate the ability to exercise sound, mature judgment and to face and resolve conflicts. Also, the principal should have a personality that encourages others to respect his/her professional competence and to seek counsel and assistance before crises occur. He/she should have the ability to communicate effectively through the use of both the written and spoken word, and must demonstrate the ability to derive great satisfaction from assisting others to develop their potential and their skills in motivating certified and non-certified personnel to realize their greatest potential. Above all, the principal should have the creative talent that discovers creativity in others and accords them recognition. In conclusion, the principal should be democratic, people-oriented, see situations as others do, practice group-centered leadership, be well informed, have a scientific attitude, and help others use energy creatively.

Several studies have also pointed out some characteristics which teachers expect from their instructional leaders. Among the traits teachers reported in supervision are: [1] accurate information with regard to the results of various types of modern classroom procedures that have been scientifically tried and developed into definite techniques; [2] an opportunity to visit teachers who are proving themselves experts on these new techniques; [3] planned constructive supervision democratically applied; [4] sympathetic, discerning supervisory observation; [5] a friendly, helpful conference; [6] help and backing in special disciplinary problems; [7] some consideration for their personal problems when these affect their teaching; and [8] regard as professional people in performing their duties with the best interests of the children in mind. Group loyalty is not an automatic process for an instructional leader, but it must be earned before leadership can operate at optimum capacity. To win support of staff, the principal must conform to behaviors which are regarded by personnel and fitting to his role. His effectiveness as an instructional leader will be greatly influenced by the extent to which he is able to understand and comply with these expectations.

The improvement of the instructional program in a school results from changes that take place within each individual teacher. Some of these changes take place as a result of group experiences and others as an outcome of individual experiences, keeping in mind that these two experiences are not mutually exclusive, and the effective and efficient principal should consider the following areas on an individual and group basis.

On An Individual Basis

Assignment of teachers. The qualifications of each teacher should be carefully studied before an assignment is made. Teachers should be placed, with their consent, in positions for which they are best qualified, taking into consideration all their characteristics as well as their education and experience. Treat individual teachers according to their needs in order that an effective teaching force may be developed.

Classroom visitation and observation. Good rapport should exist between the teacher and the instructional leader. There is no single set of classroom visitation procedures that is applicable under all circumstances. The visitor, the purpose of the visit, the teacher visited, and the type of activity observed determine the procedures to be used. It is clear, however, that the principal must spend a great deal of time in the places where learning is taking place.

Classroom experimentation. Teachers should be encouraged to originate new approaches, new techniques, and new methods for teaching. Experimentation may vary from small changes in teaching practices to large scale research projects that include the use of control and experimental groups using proper statistical and research designs.

College courses. The principal should assist teachers in selecting their courses for graduate study by helping the teacher to recognize their strengths and weaknesses.

Conferences with teachers. This is one of the most direct procedures to assist the individual teacher and should be held on a cooperative basis. The principal should be well prepared, and the conferences should be held as soon after the classroom visitation as possible. The conference should be as informal as possible and held in a place where both

the teacher and the principal feel at ease.

Demonstration teaching. This is a highly effective procedure for improving instruction. The observation of the good work of other professionals is a sound practice in teacher improvement. The demonstration should be as similar to the normal learning environment as possible and should be adapted to the particular situation.

Micro-teaching. This technique employs the use of video-tape play back to help teachers improve their instruction. The teacher is taped for a short period of time during his instruction. The tape is replayed, suggestions are made, and the teacher attempts the same instruction to a different group. This cycle is repeated as often as is necessary. This technique should at least be experimented with on a limited scale by the principal to improve teacher instruction.

Evaluation. This is an essential process in the improvement of the learning situation. Self-evaluation, evaluation by peers, evaluation by supervisory personnel, and evaluation by pupils should all be encouraged. Evaluation of the administrative and supervisory activities by other professional staff members also should be invited.

Professional activities and conferences. Teachers should be encouraged, but not forced, to engage in professional activities, meetings, and conferences sponsored by various national, state, and local educational groups with adequate funds available for travel.

Professional reading. Teachers should subscribe to several good professional publications. Also, a strong professional library should be organized at the school and procedures should be cooperatively formulated which will encourage extensive use of these materials.

Professional writing. Teachers and principal should write articles for publication which publicize educational programs which are successful in the school division.

Selection of textbooks and other instructional materials. Determining need, developing criteria, examining sample copies, attending book exhibits, applying score cards, and conferring with book company consultants all can be made to contribute greatly to the in-service growth of the staff. This necessitates wise leadership by the principal using as many teachers as possible involved in the textbook selection process. Participation of concerned citizens in the community should also be solicited.

Selection of professional staff. Allow present staff members to have a part in setting up the qualifications desired for teaching positions. If teachers are actually involved in the selection of co-workers who have these qualifications, then a process of self-evaluation is certain to take place as well as a feeling of accountability for successes and failures.

Informal contacts. The principal must strive to maintain friendly relations with teachers and pupils during informal moments. The principal can sometimes learn more about the instructional program during these times than during more formal situations and should always be approachable.

On A Group Basis

Certain procedures aimed at the improvement of instruction can best be initiated and carried out through group (ranging from a grade level committee of two teachers to a total teaching staff) interaction which involves the sharing of experiences, ideas, and the findings of educational research.

Orientation of new teachers. A comprehensive, continuing program is needed focusing on: [1] understanding the terms and conditions of employment; [2] becoming acquainted with the community; [3] getting to know the school system, its people, the organization; [4] learning about the school to which he is assigned; and [5] adjusting to the teaching job.

Action research. Research should be conducted in the public school classroom and the evidence must be systematically sought, recorded, and interpreted. The principal must provide a climate that will free staff members to participate actively in group projects and to consider change. Through group processes, possibly with outside help, decide on tentative areas of research.

Development of professional libraries. Teachers should have readily available a wide selection of up-to-date books under the school librarian. All staff members should be urged to help in the selection of materials, and a substantial sum must be budgeted each year to allow for the addition of current titles.

Visitations. Visitation is a technique that has high potential for improving instruction. The principal should use his contacts in principals' associations, curriculum study groups, etc., to identify master teachers in various fields and encourage teachers to learn from their peers.

Coordination of student or intern teaching. Master teachers who agree to serve as cooperating teachers usually do an even better job in the classroom. The entire climate of the school can be enhanced by the freshness and vitality of the student teachers as this relationship is usually a two-way street.

Cooperative evaluation and development of the testing program. The principal should work with his staff to identify desirable standardized tests now in use. A testing expert should be brought in on a consultant basis to bring all those concerned up-to-date and the proper standardized tests which most nearly measure the objectives of the courses of study are the ones which should be used. There should also be many opportunities for teacher-made tests to supplement the total division program.

Initiating and carrying out new organizational patterns. If the newer plans of organization, such as the nongraded school and team teaching are being adopted to facilitate instruction, the principal should be involved in each planning step as new organizational plans are introduced.

Conducting effective faculty meetings. Teachers should be involved in planning the agenda and in preparing items for discussion. A time limit should be established and adhered to strictly with routine matters eliminated from the agenda.

Interpretation of the instructional program to the public. The principal needs to be vitally concerned with public relations as an aspect of the improvement of instruction. Without public acceptance of a school's philosophy and curriculum, the finest supervisory program will be of little value.

In-service education. This has been defined as any planned program involving supervisors and teachers in the improvement of classroom instruction. Included are staff

conferences, workshops, study groups, and curriculum-development projects.

In conclusion, the role of the principal in the improvement of instruction is the single, most important task for the individual charged with the responsibility of directing the educational program of the school. Many of the suggestions presented in this paper are included in most policy manuals which are provided teachers or are found in most educational textbooks. The authors feel that the principal is the person who establishes the educational climate of the school and should strive for excellence in self and staff and keep reading as the number one priority of the school.

READING: THE GREAT DEBATE DEBATED

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Whenever reading is discussed, debated or argued, the proponents from the major methodological campus rekindle the perennial controversy of how best to describe and teach reading. Especially vocal lately has been the Phonic Reform Movement, which is presently letting us know, in no uncertain terms, that phonics has always been the most successful approach to reading instruction and should be the primary method employed by schools. The look-say proponents are less verbal at present, perhaps because their method is not quite as in vogue today as their phonic counterpart. What appears to be the present trend, and what appears to assuage the less ardent Great Debaters, is an eclectic mixture of both of the above methods exemplified by present day basal series. The most interesting feature about the Great Debate, however, is that the propounded theories are all based on behavioral psychology and, for the most part, either some aspect of structural linguistics or some earlier explanation of language. Most debaters fail to realize (or refuse to accept) that there is another viable and alternative explanation for reading.

Most recently reading has been described within the theoretical framework of transformational-generative (t-g) grammar and cognitive psychology. Viewed from this newer perspective, reading becomes a psycholinguistic process which places the reader in the active role of a competent language user – an almost total reversal of the traditional passive receiver of information from the printed page and the teacher. Because of the process orientation of this explanation of reading, resulting suggestions for the classroom do not consist of attending to traditional contextual specifics and isolated skills. Rather, language is not fragmented or sequenced, and emphasis is placed on the active participation of the child in predicting graphophonic, syntactic and semantic structures through the knowledge and intuition about language which he acquired when learning to speak.

A much oversimplified view of the dichotomy that exists between behavioristic and psycholinguistic theories is shown in Table 1. (It must be noted that a true dichotomy obviously does not exist in that no individual's views will fall totally in one theoretical camp or the other.)

Table 1: Reading: The New Debate

(Philosophy)	
Realism (Aristotle)	Idealism (Plato)
Empiricism (Locke)	Rationalism (Descartes)
(Psychology)	
Behaviorism (Behaviorist)	Mentalism Cognitive)
J. B. Watson/ B. F. Skinner	Jean Piaget
Environment/"Organism"/"Stimulus-Response"/Conditioning and Modeling	Heredity/"Mind"/"Innate Ideas"/Qualitatively Distinct States (with child playing an active role) in the Development of Intelligence
(Language)	
Verbal Learning	Psycholinguistics
Traditional-Latinate Grammar/Finite-State Grammar/Structural Linguistics	Transformational-Generative Grammar
Leonard Bloomfield/ C. C. Fries	Noam Chomsky
(Reading)	
Meaning is gained through a knowledge of structure.	Meaning is gained through what is brought to the printed page, e.g., experiential background and language competence.

Reading acquisition is *a sum of sequenced* skills (skills-oriented).	Reading acquisition has *parallels in language* acquisition (process-oriented).
C. C. Fries, A. W. Staats, R. M. Gagne, etc.	Kenneth Goodman, Frank Smith, Yetta Goodman, etc.
Primary emphasis is on oral reading (word-calling).	Primary emphasis is on silent reading (comprehension).
Linguistic Approach, Phonics, etc.	Language Experience Approach, Assisted Reading, Reading Strategy, Lessons, etc.
Diagnosis: [1] Tests of Skills, e.g., Commercially Prepared Reading Achievement Tests, and [2] Quantity of Errors, e.g., Informal Reading Inventories.	Diagnosis: Description of Process, e.g., Reading Miscue Inventory, Y. Goodman and C. Burke (Macmillan, 1972).

Thus, it appears that a more appropriate debate is not between the traditional behavioral approaches to reading and reading instruction, but between these approaches and the newer explanations of reading offered by psycholinguistics. Certainly this psycholinguistic perspective of reading must become a more significant part of any reading discussion in years to come.

THE VIRGINIA STATE READING ASSOCIATION

The Virginia State Reading Association shall be a professional organization for individuals who are genuinely concerned with the improvement of all aspects of reading programs and teaching procedures, and with providing adequate guidance in all situations in which reading serves as a vital aid to learning. – BYLAWS, Article II, Section I

DID YOU KNOW?

The last issue of *Reading in Virginia* has been accepted by the ERIC Clearinghouse on Reading and Communication Skills and was judged to be a ". . . significant contribution to the professional literature."

DID YOU KNOW?

There are 15 local reading councils in Virginia affiliated with the VSRA:

Chesapeake
Culpeper
Danville
Greater Washington
Hampton
Newport News
Norfolk
Piedmont
Portsmouth
Prince William County (Potomac Council)
Richmond Area
Roanoke Valley
Shenandoah Valley
Virginia Beach
Williamsburg-James City-York County

If your area does not have a local reading council, please contact either the VSRA or the IRA for information on how to organize a local council. Both the VSRA and the IRA are ready and willing to help you!

THREE EARLY PIONEERS IN THE DIAGNOSIS OF SPECIFIC READING PROBLEMS: ADOLF KUSSMAUL, RUDOLF BERLIN, AND SAMUEL ORTON

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A Bicentennial Issue of *Reading in Virginia* would not be complete without having a retrospective recognition of some of the early pioneers in the diagnosis of reading disabilities. These pioneers, while struggling with basic issues and possible solutions, have contributed much to our understanding of reading problems in children today and deserve a moment of reflection on their signal contributions to the professional growth of education both in the United States and abroad.

Three giants come to mind at once and their contributions have been chosen selectively here because their works are lesser known on either side of the Atlantic; i.e., the American pioneer is little known in the European professional literature, while the two German pioneers are rarely mentioned in American writings. The contributions of these three early scientists will be taken up in chronological sequence rather than the relative merit and significance of their work. An account of the life and research of each will be presented first under two separate headings, namely [A] a brief biography and [B] a synopsis of their major works, followed by an attempt to compare their contributions.

Adolf Kussmaul

[A] Adolf Kussmaul was born near Karlsruhe, Germany, in 1822, and died in Heidelberg in 1902, spanning a fruitful life of eight decades. His career began as a medical practitioner but soon his keen intellect drew him to a teaching position in Heidelberg. He changed his domicile several times but eventually returned to his beloved Heidelberg, romantic city of Student Prince fame. In later years he wrote *Memoirs of an Old Physician* (1889) and published it under the pseudonym of Gottlieb Biedermaier which later was to become the name for an entire epoch.

[B] Kussmaul's scientific contributions were numerous and primarily in the medical and related fields. For example, he invented the stomach pump which later was used as an important diagnostic tool. Kussmaul's contribution to the field of education came in the form of a heavy volume dealing with speech pathology. It was a monograph on speech disturbances – first published in 1877 – and was probably generated by his interest in neurology and aphasia. Kussmaul's most cited passage reads as follows:

"We have discovered cases in the literature, which were known as aphasia, but should not be designated as such, inasmuch as the patients were able to express themselves in speaking and writing. They were neither inarticulate (incapable of speech) nor illiterate (incapable of writing); but despite an acute sense of hearing they could no longer comprehend words they heard or, despite good vision, they could no longer read words they saw. For the sake of brevity these pathological disabilities are named: word deafness and word blindness (caecitas et surditas verbalis)."[1]

What Kussmaul contributed then was first to introduce the word "wordblindness" (Wordblindheit), and judged by publication dates he used the word in German before Hinshelwood used it in English in England. He made it clear that he distinguishes such condition from aphasia because the patients thus affected could speak and write but were unable to read. However, it appears that the patients had at one time acquired the skill of reading because Kussmaul says that they could "no longer" read. No explanation of the underlying neurological mechanism is given for this condition even though much speculation prevailed during his lifetime.

Rudolf Berlin

[A] Rudolf Berlin was born in Friedland (now East Germany) in 1833 and died in 1897. Four different biographical sources consulted gave three different places of burial. He studied medicine at four different universities in Germany as was said to have combined a happy student life with diligent work in his medical studies. His doctoral dissertation was on structural principles of the convolutions in the brain which shows his interest in neurology even though he later went to Wiesbaden to receive practical training as an ophthalmologist. Still later he moved to Stuttgart where he opened a private eye clinic and also lectured at the Veterinary Institute there on comparative ophthalmology. In 1890 he moved to Rostock (East Germany) where he accepted a call as director of the Eye Clinic. His contributions to medical research are numerous, among them studies on depth perception in animals, removal of objects in the eye, and left-handed writing behavior.

[B] Berlin will best be remembered for his coinage of the word **Dyslexie** (dyslexia). He justified the coinage of the word by stating that the condition in which he found his patients actually belongs to the group of aphasias in a general sense and is also closely related to Kussmaul's wordblindness from which it is probably distinguished in degree rather than kind.

Berlin based his observations on a series of patients whom he had treated in his clinic over a period of time. These patients came to him with complaints that they had lost their ability to read. Berlin found no visual defects, and letters which were read by the patients did not appear blurred. These patients had acquired the skill to read but suddenly turned away from the page after reading only a few words. In each of these cases he suspected a physical change in the brain as the cause of the condition, but he did not specify the anatomical nature of the change.

Berlin collected six case histories over a period of 23 years. The few words his patients read were without error but they halted their reading abruptly. Speech was fully intact. Some had other complaints, such as symptoms displayed on the right side of the body which made him suspect lesions in the left brain hemisphere. Indeed, after

A
BICENTENNIAL ISSUE

FEATURE ARTICLE

INTRODUCING.....

DR. RUDOLPH F. WAGNER
Chief Psychologist
Richmond Public Schools

A native of Germany, Dr. Wagner immigrated to the United States in 1949. A citizen of this country, he is married and the father of three children.

Dr. Wagner received his Master of Arts degree in psychology from the University of Richmond and his Doctor of Philosophy degree in counseling psychology from George Washington University. A frequent contributor to professional research literature, he is the author of:

Helping The Wordblind
New York: The Center for
Applied Research in Education, 1976

Dyslexia And Your Child
New York: Harper and Row, 1971

Modern Child Management:
Behavior Modification For
School and Home
Johnstown, Pa.: Mafex Associates, 1975

postmortem dissections, anatomical lesions were found in the left hemisphere.

In summary, Berlin viewed dyslexia as occurring at the beginning of a brain disease and not as an isolated and specific dysfunction of the reading process. He did postulate a focal point, however, and thought that a "reading center" may be localized in the brain, somewhere in the left hemisphere.

Samuel Orton

[A] Samuel T. Orton, an American neurologist and psychiatrist, was born in 1879 in Columbus, Ohio, and died in 1948 in Poughkeepsie, New York, with burial in Columbus, Ohio. While working at the Iowa State Psychopathic Hospital, Orton established clinic teams consisting of a psychiatrist, psychologist, and a social worker. During his work he paid particular attention to children who could not read well even though they had fairly good intelligence. He noticed mirror writing, speech difficulties, and many other typical symptoms.

[B] Orton's work is summarized in what is often referred to as "The Orton Credo":

"The view presented here that many of the delays and defects in development of the language function may arise from a deviation in the process of establishing unilateral brain superiority in individual areas, while taking account of the hereditary facts, brings with it the conviction that such disorders should respond to specific training if we become sufficiently keen in our diagnosis and if we prove ourselves clever enough to devise the proper training methods to meet the needs of each particular case."[2]

Orton called the peculiar way of reading, spelling, and writing of his patients "strephosymbolia," from the Greek meaning "scrambled symbols."

His unique contribution was not only theoretical in nature and confined to a description of the symptomatology, but the fact that he strived to find remedial techniques to overcome these faulty reading habits is noteworthy. His collaborator on the remedial approach, now known as the Orton-Gillingham method, was an educational psychologist named Anna Gillingham. Together they devised specific methods with a tactile-kinesthetic orientation.

Comparative Analysis

The Comparison Chart displayed on page 16 will show, in a brief synopsis, the different views held by the three pioneers with regard to causes and symptoms, as well as the diagnostic terms they used to describe their findings.

Among the commonalities the triumvirate found are difficulties with oral reading. However, while Berlin's patients had the ability to read but developed a distaste for it after a few words, Kussmaul took his cases from the literature of the day and believed that certain types of the cases he studied were not typically aphasic but had the problems focused specifically on reading rather than speech. Orton also noted reading difficulties but he was able to pinpoint the errors more precisely. He also worked with youthful readers primarily and did not study older people's reading habits. Thus, the three researchers looked at the same aspect of human behavior, i.e., reading, but they approached it from different aspects and did not agree entirely on the causes, as expressed in their writings, even though all three sought the origin of the trouble in the brain.

While Berlin seemed to demonstrate on the basis of postmortem examinations that lesions were indeed at the root of the patients' complaints, Kussmaul simply argued on logical grounds that the cases he read about were not true aphasias, and should not be so classified. He first introduced the term **Wordblindheit** (wordblindness) to describe the condition. However, Kussmaul did not pursue this matter further in any detail in later years.

It was actually Orton who blazed the way to the movement now called "Learning Disabilities" or "dyslexia" in all its various forms (congenital and developmental dyslexia, alexia, and Legasthenie as used in Germany, etc.). Based on earlier work by Hinshelwood in England, he paid close attention to the symptomatology of his young readers and inferred his theoretical causation (confused hemispheric dominance). However, Orton made his major contribution in extending his theoretical contemplations and behavioral observations into a program of remediation. He stated categorically that these poor readers can be helped therapeutically.

Kussmaul, Berlin, Orton – a troika to remember as having gone down in the annals of reading disability history as signal events in the strong "LD" movement today. It should also be mentioned here that all three pioneers were medical doctors with a specialty. Behavioral scientists, including psychologists and educators, are now being challenged for their own contributions by ploughing once again into enigmatic, arcane, and labyrinthine territories of the human mind and by bringing to bear their own discipline's tools and theoretical orientation to the subject at hand.

Footnotes

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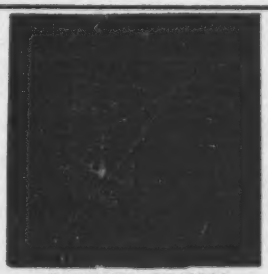
4. Thompson, M. *Reading Disability: Developmental Dyslexia.* Springfield, Ill.: Charles C. Thomas, 1966.

5. Wagner, R. F. *Dyslexia and Your Child.* New York, N.Y.: Harper & Row, 1971.
6. Wagner, R. F. "Rudolf Berlin: Originator of the Term Dyslexia." 1973, *Bulletin of the Orton Society,* XXIII, pp. 57-63.

COMPARISON CHART

Basis of Comparison	Kussmaul	Berlin	Orton
Symptoms	Patients read short monosyllabic or dyssyllabic words and word fractions only.	Patients started to read but stopped after a few words. No visual pathology. Some complaints of discomfort on right side of body.	Dull, failing or retarded in school work especially reading and spelling. Confusion in remembering whole-word pattern and the orientation of letters
Diagnostic Terms	German: Wordblindheit (wordblindness) Latin: caecitas verbalis	German: Dyslexie (dyslexia)	Greek: Strephosymbolia Developmental dyslexia
Etiology	Cases in literature which were known as aphasia, but should not be designated as such, because patients were able to express themselves in speaking and writing. Pathological disabilities.	Lesions in left hemisphere of brain within scope of aphasia.	Ambiguous hemispheric dominance; brain dysfunction (developmental delay, but no lesions. Hereditary pathogenic factor assumed.
	ADOLF KUSSMAUL	RUDOLF BERLIN	 SAMUEL ORTON

Picture Acknowledgements:

Berlin: from (6) above, retouched photo with art work by Marney Wagner.
Kussmaul: from a reproduction of a painting (cut) by Franz von Lenbach (1895).
Orton: courtesy of Mrs. June L. Orton

INDIVIDUALIZED READING AND THE UNIT OF STUDY

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Individualized reading programs have much to offer pupils in the school setting. Among the reasons given for emphasizing individualized reading in the public schools are the following:

1. Pupils differ from each other in terms of selecting content perceived to meet the criterion of being interesting. Thus, learners have varied interests as to what will be read, such as stories and library books on animals, adventure, mystery, biography, careers, people of other lands, and diverse cultural groups in the United States.
2. Learners differ from each other in capacity levels and achievement in reading. Thus, each child is achieving at a different rate in reading as compared to other learners. It behooves the teacher to have available for pupils ample library books and other reading materials which vary in complexity levels. Pupils, for example, in a fifth grade class may vary from second grade to eighth grade achievement levels in the act of reading.
3. Not all pupils can be stimulated to perceive purpose in reading a given library book or story. Thus, for example, a pupil may become motivated in reading content pertaining to present day people of other lands; this same child may perceive little or no purpose in reading content pertaining to history or a study of the past utilizing materials classified as non-fiction. This same pupil, however, may learn much history by reading appropriate materials being fictional in nature.

Individualized Reading and Unit Teaching

It is important for classroom teachers to have an ample number of library books written on different levels of complexity and containing varied content relating directly to units of study in the class setting. Pupils individually may then select a library book of their own choosing to read. In a unit on the Middle East, for example, each pupil should select library books of his own choice to read on topics such as the following:

1. Religious customs of Arabs and Jews.
2. Architecture of the Middle East, such as the Dome of the Rock, the Jewish Wailing Wall, and the Mosque El Aksa in Jerusalem.
3. Methods of farming and agricultural products of this area of the world such as figs, dates, citrus fruits, pomegranites, grapes, wheat, and barley.
4. Geographical features such as the Judean Hills, the Jordan Valley, and the Mediterranean Sea in and near the land of Palestine.
5. Major cities such as Cairo, Damascus, Jerusalem, Amman, and Beirut.
6. Exports and imports of Middle East countries. Thus, the pupil has opportunities to select content pertaining to the social science discipline of economics.
7. History of the Middle East area. Pupils then would have ample opportunities to read about nations and civilizations of the past that governed this area of the world such as Assyria, Babylon, Rome, the Arab Empire, the Ottoman Turks, and Great Britian.

Evaluating Pupil Achievement

Having completed the reading of a selected library book, pupils individually may select the method or technique to be utilized in appraising progress. Approaches utilized in assessing learner achievement should encourage and not discourage further reading. Thus, pupils may select methods or techniques such as the following to reveal comprehension of content read:

1. Presenting an oral or written report.
2. Developing a series of illustrations pertaining to content read.
3. Dramatizing relevant incidences.
4. Making models or a diorama.
5. Having a conference with the teacher.
6. Participating in story telling activities within a committee of learners.
7. Reading orally selected content covering important happenings in a library book.

In Summary

Pupils learn much content by reading library books of their own choosing pertaining to an ongoing unit of study in the public school curriculum. Pupils generally select library books which are interesting, meaningful, and on their present achievement level in reading. Approaches utilized in appraising pupil comprehension in reading should spur pupils on in the direction of wanting to do more reading.

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DIRECTED READING-THINKING AND THE READING PROCESS

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Reading can be viewed as a process in which the reader interacts with the intentions of an author which are signaled by the visual stimuli available to him. The reader and the author are using essentially the same kinds of information but for different purposes. The reader processes graphic or visual information and uses his syntactic and semantic or nonvisual information or determine what meaning the author is trying to convey. On the other hand the author is using syntactic and visual information to structure his nonvisual information in order for the reader to get meaning from what he has written. Reading therefore is essentially an information getting process. To get information one must reduce the set of alternative meanings that can be derived from a reading selection. It is at this point that the Directed Reading-Thinking Activity advocated by Stauffer (1970) seems to support the notion of the reading process as outlined by Smith (1971). Smith suggests that reading can be regarded as a process of acquiring information in terms of the reduction of uncertainty and this uncertainty depends on the proportion of alternatives eliminated. When a reader has comprehended the meaning of a passage, he has had a certain set of alternatives reduced. This is similar to the process that takes place in a Directed Reading-Thinking Activity (DR-TA).

> The purpose of the initial question is to get the pupils to present as many possible alternatives as they can.

"The DR-TA discussion strategy is based on the assumption that pupils will be more motivated, interested, and will understand a story better if they set their own purposes for reading and practice making predictions regarding the possible outcomes of a story . . . The pupils declare their own purposes, predict outcomes before and during the reading act, and compare their thinking with the author's. This requires them to accept, reject, extend, or modify either their own speculations or the author's stated conclusions." (Hoskisson, 1973). The pupils in reality are reducing the number of alternatives they have suggested in response to the teachers initiating question, "What do you think might happen in this story?"

The purpose of the initial question is to get the pupils to present as many possible alternatives as they can. This is an attempt to stimulate divergent thinking – to draw on the background experience of all the pupils. The purpose from then on is to reduce the number of alternatives as the pupils read through the story. This stimulates convergent thinking as the pupils eliminate all the alternatives except the one the author has determined appropriate for the resolution of the story problem. This may be the same process at the level of a story that the reader uses at the level of a sentence or paragraph.

Goodman (1973) through his research on readers' miscues has determined that "readers develop **sampling** strategies to pick out the most useful and necessary graphic cues. They develop **prediction** strategies to get to the underlying grammatical structure and to anticipate what they are likely to find in the print. Readers test the predictions they make by asking themselves if what they are reading makes sense and sounds like language. They develop **confirmation** strategies to check on the validity of their predictions. They check themselves when the graphic input they predict is not there. And they have **correction** strategies to use when their predictions do not work out and they need to reprocess the graphic, syntactic, and semantic cues to get to the meaning."

A DR-TA uses essentially the same strategies that Goodman identifies for the reading process but uses them in terms of strategies for asking questions. The pupils are asked to **predict** what will happen in a story by responding to the question "What do you think will happen in the story?" This is followed by reading to a point in the story where they can **confirm** or reject their initial predictions. They are then asked to make some additional predictions if they have confirmed their predictions or revise or make new predictions if the predictions were not confirmed. Those pupils whose predictions are not confirmed go through a process of revision or **correction** similar to the correction strategies they use in the reading process. If the predictions prove incorrect, the reader must go back and reprocess the information read. The correcting process demands a recycling of the information involved whether it is graphic detail at the level of the word or phrase or plot detail at the level of the story.

The DR-TA also includes **proving** or testing predictions by having the pupils read from the story information that they think proves their predictions. Thus, pupils are asked to justify their predictions, check their assumptions, and give reasons for their thinking. Questions used to stimulate proving are: What in the story makes you think that? Where in the story do you get information to support that idea? How does that information support your conclusion?

> ...pupils are asked to justify their predictions, check their assumptions, and give reasons for their thinking.

The following example will give some insight into the process. In the story "Old Ben Bailey Meets His Match" (Scott, Foresman, 1972) the author has pitted the wits of the boy, Lester, against Old Ben who is suspected of being a thief. Ben attempts to get Lester's dog by offering to keep him while he is in school since Funny, his dog, has followed Lester to school. When Lester comes for his dog, Ben tells him his dog is gone – a big turkey buzzard flew off with him. Lester spies Ben's mule and since he stubbed his toe in his hurry to pick up his dog, Funny, he asks Ben if he may ride his mule home. Ben agrees, not realizing the next day is Saturday, and tells Lester to return his mule on his way to school. Lester, of course, does not

return the mule Saturday, and when Ben comes for it, he tells him the mule is gone.

In response to the question "What do you think will happen in this story," teachers have predicted that there will be a match or race between two dogs; that Ben will try to get Funny in order to sell him; that Funny and another dog will be in a fox hunt; or that Ben in some way will trick Lester and get Funny – but in the end Lester will outsmart Ben. As the story is read the teachers confirm their predictions and make new ones or revise their first predictions. The process is advanced as the alternatives selected are eliminated. The more information the teachers receive about the story the more their uncertainty is reduced. It does not take long for the teachers to decide that Ben is trying to get Lester's dog. However, it takes longer for them to reduce the new set of alternatives about what Lester will do when he takes Ben's mule. There has only been one teacher in six presentations of the story who reduced the alternatives to the appropriate one upon learning that Lester's dog, Funny, had been captured by a turkey buzzard. She immediately predicted that Lester would tell Ben that his mule was carried off by turkey buzzards. She thus reduced her uncertainty by eliminating all the alternatives suggested by other teachers. Her predictions proved to be true since Lester did tell Ben that a whole flock of turkey buzzards flew away with his mule.

The whole process is one of predicting, confirming, correcting, and proving. There is divergent thinking to begin with, and as the story progresses some predictions are discarded, others are revised, and new ones are added based on the additional information processed. As the thinking converges on the alternatives selected by the author the meaning of the selection is perceived. A DR-TA follows the assumption that reading is a process of reducing uncertainty since both the reading process and the questions directing the DR-TA depend on reducing the proportion of alternatives available in order to facilitate comprehension of the meaning of a reading selection.

Since a DR-TA lesson comes closer to replicating the type of activity a reader engages in when he reads than the directed reading suggested in reading manuals, it would seem to be a more appropriate means of improving reading ability than asking questions about a story that do not direct the reader to eliminate the alternatives; and therefore, reduce the uncertainty of the reader. A DR-TA provides a teacher with the means of having children practice explicitly a behavior that approximates the behavior of a reader engaged in the reading act. The more closely we can match the explicit behavior we require of students with the implicit behavior they develop when they solve the reading problem, the more we will be able to facilitate growth in reading, and therefore reduce the number of pupils recycled in remedial reading programs. The great need is to discover how children use language naturally and to devise instructional strategies that come close to replicating the natural use of language. If Goodman's and Smith's notions of the reading process are accurate, the Directed Reading-Thinking Activity may be one of those strategies that will greatly facilitate children's attempts to solve the problem of learning to read.

> ...Lester did tell Ben that a whole flock of turkey buzzards flew away with his mule.

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VIRGINIA BICENTENNIAL SEAL

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VOWEL CITY ©

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"Vowel City" is an original graphic designed to teach the vowel sounds easily and quickly. It consists of houses, shops and other buildings color-keyed and name-keyed to the vowel sounds in the English language. On "Short Street" are short houses of tan, red, pink, hot pink and plum colors representing the short vowel sounds of a, e, i, o, and u, respectively. On "Long Street" are long houses of gray, green, white, gold and fushia colors representing the long vowel sounds of a, e, i, o, and u. On "Digraph Boulevard" are "Wood's Book Nook" (wood color), "The Blue Spool" (blue) and the "Auburn Auto Shop" (auburn) representing the vowel sounds of the vowel digraphs, o͝o, o͞o, aw, respectively, and the variant spellings thereof. Along "Diphthong Alley", running off "Digraph Boulevard" (because diphthongs are digraphs which change the mouth position when voiced), are found the "Turquoise Toy Shop" (turquoise color) and "The Brown Flounder" (brown) representing the vowel sounds oi and ow, respectively, and variant spellings thereof. On the outskirts of the city along "R-Modified Route" (a play on the words, "Rural Route") are the "Purple Church" (purple), "The Orange Stork" (orange) and "The Barn" (barn red) representing the r-modified vowel sounds of ir-ur-er, or, and ar respectively. In the center of the city is "Vowel City Post Office" from which vowel deliveries are made.

The buildings are pockets into which cards can be placed. Any words may be printed on cards to be posted. (A good starter is the Dolch Basic Sight Words list!) The mail in each house or building is checked after delivery by reading aloud all the cards, listening to the vowel sounds. If any are misdelivered, they are returned to the post office for redelivery later.

This graph can be used to teach the vowel sounds initially in small increments or later as an overview of vowels for reinforcement. It is adaptable to individual or group instruction. It gives the learner ready association of the vowel sound with easily-remembered color names, involves auditory as well as visual discrimination, and it gives the learner a sense of control of his learning through his job as postman. Embarrassment over errors is minimal, since the transfer is made to "that postman who was in a hurry!" The use of this graphic in a classroom has noticeably reduced the time normally required to teach or learn vowel sounds and is fun for everyone involved. Added dividends and parallel learnings resulting from use of "Vowel City" are improved perception of letters, improved pronunciation, painless learning of basic sight words, increased vocabulary, homonyms, color discernment, spelling rules and exceptions, dictionary spelling, and dictionary skills. Who could ask for more from one graphic learning station!

AND A LITTLE WORM SHALL LEAD THEM

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I was dismayed. I was chagrined. I had considered myself a competent reading specialist. My faculty was hardworking and conscientious. Yet the school's reading scores continued their downward drift. What could account for this strange anomaly? And, even more critical, what was the remedy? I decided to analyze the situation.

From one end of Calcott School to the other, I observed, teachers faithfully provided the prescribed two hours of language arts instruction daily. They labored diligently to inculcate the myriads of skills reading authorities proclaim essential. What was missing? Despite concentrated attention, skills acquisiton fell short of "drive". Even interest in reading appears to be in "neutral". We needed stimulation. We needed insight. We needed help.

I decided to see what reading research could suggest. My study convinced me that reading is perhaps the most complex of the communication skills, and that, whereas methodology, materials, and economic factors play a role in children's acquisition of reading skill, no one methodology, material, procedure, or condition could guarantee universal success.

> . . . the school's reading scores continued their downward drift.

Two elements of agreement, however, did emerge from the mass of confusing and contradictory research data. [1] the teacher is the most critical factor in successful instruction and [2] children learn the reading task better if provided with time for realistic reading experiences.

Suddenly it struck me. When did our children have time to read – to become intimately involved in a book, a magazine, or a comic book? Almost never, I concluded, at least at school. I enlisted the support of other members of the faculty. We developed a plan to provide time for all students to read material of their choice for pleasure or information.

It was decided that a supplementary free reading

program be initiated throughout our school family having no barriers as to age, grade, ability, economic status, instructional program, o the likes. Furthermore, we felt that if we could draw in our parents for support, much more might be achieved that just acquisition of reading skill. Some important self-concepts might emerge; a closer relationship between school and home might evolve; some interesting subject matter might be discovered. Nevertheless, we had our philosophy; we had our research findings; and we had our CHALLENGE!

Letters were sent home by the children for every parent or guardian, explaining the exciting new adventure their children would be undertaking this year. Teachers were readying our supply of supplementary reading materials by collecting, trading with other schools, and coding according to difficulty levels the materials collected. Some of the books were new, fresh, and beaconing with exciting covers. Others were old and tattered but had equally fascinating tales to tell. The range of subject matter and interest areas was vast. I was busy devising a distribution and recording system for the books that would not be cumbersome for the teachers, as well as an incentive program to encourage the children to want to participate, and a record-keeping device that would show pupil progress.

> Suddenly it struck me. When did our children have time to read?

We were ready. . . The letter to parents read as follows:

Dear Parents,

Today is an exciting day for your child! Our school is beginning an independent, motivational reading program to supplement our instructional program in the classroom. We want this to be both enjoyable and profitable to our students!

The kindergarteners and some of the first-graders will be bringing home a book each day for you to read from to them. Other first-graders, second-graders and third-graders will be bringing home a book that each can read without difficulty. Have your child read out loud to you for 15 minutes (or read to your child in the case of the non-readers). Give help as needed. If he cannot read most of the words without help, or finds the book totally uninteresting, do not make him struggle. Rather, send the book back with a note stating that the book is too hard, uninteresting, etc. At the end of 15 minutes, stop. Fill in for the day the card he will have with the book. Your initials let us know he has done his homework. As he finishes a book, we will send home a new one and his progress will be noted and recorded on an "Inchworm" that he will tell you about.

Encourage him and make this a happy experience. Also, help him develop self-discipline in doing this each day. The rewards of such a program as this can be immeasurable!

Sincerely,
Faculty at Calcott
where. . .

"serving you and your child
is our pleasure"

Other arrangements were made for the children who had no one to help them participate at home. Volunteer workers read with some of the children at school for their 15 minute periods. In several cases, neighbors assisted in the home. Two of our classrooms paired the students to read with each other. The tickets were taken to school daily and checked by the teacher during roll call. Some of the teachers altered this plan somewhat by having the students bring the tickets in only when completed. When the ticket was completely filled, then it could be cashed in as exchange for one inch on an "Inchworm". The idea was to make the inchworm grow just as fast and long as it could. If a night or so were skipped, there was no reprimand by the teacher, the inchworm simply did no growing during that period. "He was resting." During art classes, some of the children made pass cases using acetate and construction paper in which to keep their I.D. tickets. These tickets were kept throughout the year for a record of a student's outside readings. At the end of the year, they were attached to the cumulative folders for future reference. This is what we called WORM'N OUR WAY THROUGH READING.

Award Certificates were given to all students participating. Each classroom competed to see if one of its students could grow the longest worm in the school before June 1. The student within each class growing the longest worm also received a book to keep for his own. Finally, the single student who had grown the longest worm in the entire school was awarded with a special CALDECOTT AWARD book. As the cut-off date approached and the inches were to be tallied, children begged for an extension of time in which to 'outworm" a fellow classmate.

Excitement erupted, worms grew! Parents knew, students too! We began receiving telephone calls from parents throughout the school family. They were excited!

> "My little Jimmy is only five, is in kindergarten, and he can read some by himself. I didn't do anything but read to him each day. One day he began asking me, 'What does that word say, Mama?'," related one parent.

Another parent was reluctant to begin reading with her first grader.

> "Jon will never be able to sit still long enough for me to read to him." I asked her if he liked taking a bath. "Yes", she replied. "Then read to him while he's in the tub", I suggested.

She tried it. At first only 7 minutes could be tolerated, then 11, and finally he would sit until shivering (for the water had chilled) and was begging for more than 22 minutes at a time.

> "I feel as though I have gotten to know my son for the first time this year. I don't know if it's because of the time I'm spending with him at night or what? Because I am in the service, I am away from home most of the time, but when I am home, I take my turn listening to Roy read,"

revealed one father.

The classroom teachers have very positive feelings about what had been accomplished during the year with the aid of our mascot, Callie, the inchworm named after Calcott School. They noted the tremendous increase in interest towards reading, contribution of general information obtained from reading, and speed and smoothness of oral reading.

As a tribute to him, and a reminder for us, ice-cream containers were obtained and decorated . . . one for each

segment of Callie's body representing the 25 classrooms participating. These were joined with pride so that Callie could hang in the high halls of Calcott Elementary School where he looks down very lovingly on the little ones who made him live. We hope Callie will continue to spur us on to reading. It is in the plans for this year that "Callie Take A Wife". As the years pass, we hope that they will give rise to many more little inchworms who will grow and be loved as was he.

Callie has given rise to a multitude of mascots throughout the Norfolk Public School System as some 38 schools have already copied the idea this year in pursuit of heightened reading interest and improved reading performance.

CAN YOU SCORE A TOUCHDOWN?

Miss Becky West
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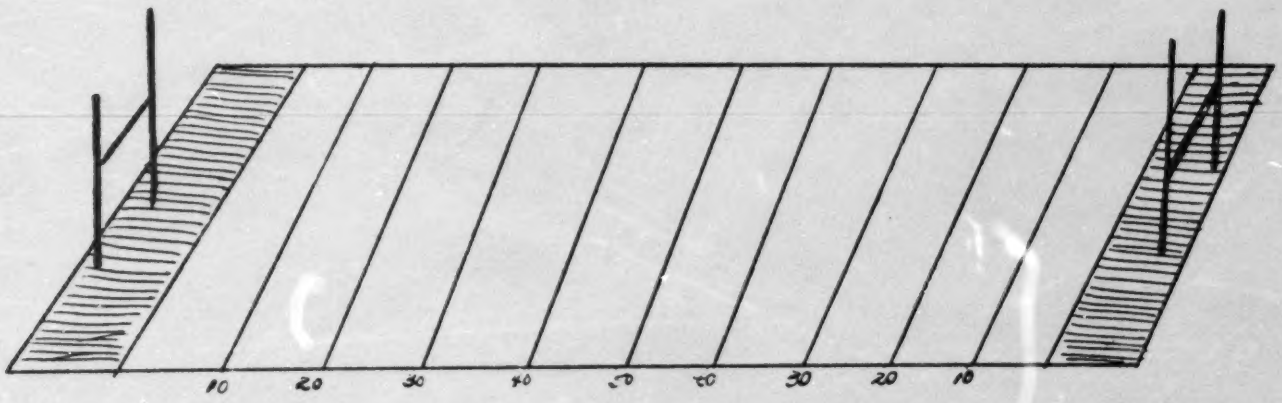

Divide a reading class into 2 teams and let each team vote on its name. My class chose the Dolphins and the Cowbovs. With free reading time in class or at home, the pupils try to read as many books as possible in a certain time span, possibly 3-4 weeks. For each book read, a child moves his/her football with his/her name on it 10 yards toward the goal line. Each team's footballs are lined up on the goal lines at the beginning, headed toward the opposite goal lines. The main purpose is for each child to try to make a touchdown (by reading 10 books). I even added extra points when they wanted to read more. At the end of the time limit I gave a small surprise to each person on the winning team, a larger surprise to anyone who scored a touchdown and an even bigger surprise to the one who read the most books.

Pupils could not more their footballs until they got a verbal "ok" from me. I first asked them to tell me what the book was about and then I asked them a few questions. Pretty soon I was taking up most of the reading class time listening to their summaries. So, I changed it a little. I typed up a list of about 20 activities they could do concerning the book instead of an oral report. They could choose between topics such as:

1. Write a letter to a friend recommending the book.
2. Write about the most exciting part.
3. Construct a diorama.
4. Draw a series of cartoons showing the main idea.
5. Etc.

There are different options that can be used. Different sports at different seasons or different ways of checking to make sure they read the books can all be used.

THE CHILD IS WHAT HE WAS

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In the "good ole days" parents brought their children to the doors of the little red school house and left the responsibility of educating them to the professional faculty there. Some parents made formal visits to the school a few times a year to participate in the PTA or to go on the carpet when Junior's behavior had been considered wholly unacceptable. A small breakthrough occurred when mothers offered their services as teacher aides in the schools. On the whole, however, the child continued to live in two separate worlds.

Effective education becomes a reality when home and school are brought together in a common educational effort.

For some decades now psychology has stressed the importance of the child's total experience upon his ability to learn, and more especially, upon his ability to learn to read. If a child lives in a situation where home and school are two worlds apart with a very different focus on values, responsibility and life goals, he becomes insecure. Effective education becomes a reality when home and school are brought together in a common educational effort.

In the Richmond diocese, the Department of Schools has asked teachers and administrators of Catholic schools to extend their services beyond the boundaries of the classroom. They are asked to assist parents in their educational mission. Frequently parents and teachers share common frustrations about the child with a problem. A forum is needed where all involved in the problem can work together on its solution. The Richmond Diocesan Parental Involvement Program was devised to provide teachers, students and parents with such a forum. Its purpose is to assist parents in reinforcing the competencies required of them as primary educators of their children and to give, at the same time, a wider, more meaningful dimension to the educational mission of the schools.

The staff of the Offices of Schools and Religious Education formed a special task force to implement this program. Its first effort involved a survey of parents, principals and students as a means of determining areas of common needs and concerns. The results of this survey indicated discrepencies between home and school expectations in several areas. Developing discipline and responsibility caused trouble to both parents and teachers. Parents' lack of acceptance of their childrens' learning and emotional problems posed a difficulty for educators. It was commonly agreed that the child's sense of self-worth depends primarily upon the psychological climate of home and school and upon the degree of acceptance which he experiences there.

Acting upon the results of its survey, the Diocesan Task Force initiated a two-pronged parent involvement program. Staff members, drawing upon their own expertise, planned and published information regarding a pilot program available to all schools. This material was sent to parent groups and principals. One important criteria for acceptance into the program was interest of the parents and their direct involvement in the planning stages. Star of the Sea School, Hampton, Virginia, together with its four feeder parishes, met the various criteria and entered the planning stages with the assistance of two diocesan staff members. A series of workshops was planned in terms of this groups' identified needs. Follow-up evaluations indicate that this effort was a good model for parental involvement programs throughout the diocese.

Since the pilot effort had seemed successful, a brochure was sent to all diocesan schools describing a variety of learning experiences which might help parents identify their own level of maturity and their manner of dealing with their children. It is this ability to communicate within the home which so often affects the child's success or failure to function in the school world. Teachers need parents' help in gaining a total perspective of the child. Mothers can give teachers information about their children's learning habits, physical coordination, health problems, auditory and visual strengths and weaknesses. This can be a two-way educational effort on the part of parents and teachers. It gives them a total view of the child who was and is.

In the workshops parents are asked to consider their personal identity. Just as teachers are expected to demonstrate the competency of relating to students in an accepting adult manner which contributes to the child's sense of self-worth, so parents are asked to examine themselves in terms of similar competencies. Expectations set for the parents include skills in responding to children in a positive manner, reducing destructive pressure on underachieving children, promoting self-discipline, listening to the child and helping him to get in touch with his own feelings.

During the workshop parents are given the opportunity to share their views and needs with other parents.

During the workshop parents are given the opportunity to share their views and needs with other parents. Much soul searching is done as parents consciously consider their efforts to relate to their children. The importance of dealing with children in a courteous, self-controlled manner, of avoiding sarcasm and put-downs, of making themselves available as persons to their children, surface during the periods of quiet reflection and small group sharing. Follow-up evaluations indicate that participants experience healthy psychological growth during this particular phase of the program.

Some workshops terminate at this point; others move into a consideration of the transactional analysis' "parent, child, adult" as found in Harris' *I'm OK, You're OK*.[1] A parallel is drawn between Kohlberg's three levels and the TA model. Time is given to structured small group discussion, for it is at these assimilation points in the

workshop that the greatest learning seems to take place.

The second option offered to workshop participants is the use of NEA's filmstrip entitled *How To Get Your Child To Listen To You Part I* and *How To Listen To Your Child Part II*[2]. This filmstrip deals with parent-child communication in a realistic manner. It helps the parent respond to his child's feelings, answer his questions, respect him as a person, and understand his developmental changes. These insights correlate with the ideas presented in the competencies lecture. They lend themselves to small group discussion and serve to motivate parents to become more involved in an indepth program such as Gordon's *Parent Effectiveness Training*.[3]

Evaluations at the end of the workshop indicated that parents find the experience a valuable one. It makes them aware of their methods and motives in dealing with their children. One mother said, "It opened my eyes to the fact that I do not give my child enough choices if he is to develop self-responsibility."

"Whatever you did there, Mommy, is helping us here at home."

Another parent said, "It got me to see myself, and it encouraged me to be a listener and not a preacher when dealing with my children. It also told me that I'm not alone in the struggle to be an effective parent."

One participant, a Navy chief yeoman and the father of four sons, was especially concerned about parental involvement because his job keeps him away from home about 40 per cent of the time. He said, "Basically, I look at it as a self-awareness thing. I've learned to cope with myself as a grownup, and I want to make sure I can cope with my sons."

His wife echoed his feelings that being involved parents is especially important in a military family that must deal with long periods of separation.

"I'm for it," she exclaimed. "I work, and I even took my day off to make sure I'd be here."

Another mother of three girls said that she felt strongly that parental involvement is the key to family harmony.

"I think it is very important for both parents to understand their children and thus have a better relationship. There's a family closeness when mother and father work together – the rewards come in later years."

Students also indicated their appreciation for changes which have taken place in their relationship with their parents. Several children expressed the desire of attending similar workshops with their parents. One small girl asked when her mother would be going again. In her open child's way she said, "Whatever you did there, Mommy, is helping us here at home."

Parents become embarrassed and frustrated when they realize their children are different.

Both teachers and parents are opting for the twenty-four working hours required for Thomas Gordon's *Parent Effective Training*. This program has brought them together in an intensive effort to understand their children and to develop skills for problem solving both in the home and in the classroom. "Acting Listening" and "I-messages" become a functional part of the adult's vocabulary, and children ask to learn these skills which are causing a manifest difference in their home environment.

In spite of the positive reactions to the parents involvement program in many schools, some educational leaders are still experiencing difficulty motivating parents to attend. Some principals have started where it hurts and have had initial meetings for parents of children with learning or behavior problems. Some schools have used short presentations to PTA groups as a springboard for more intensive programs. In spite of these efforts on the part of educational leaders, parents continue the common complaint they that do not have time. The one encouraging aspect of the problem is the fact that once parents come, they "get hooked" on the idea. The requests for twenty-four hour Parent Effectiveness Workshops witness this fact. Many parents who are presently involved in school service programs help to initiate workshops to motivate other parents to attend and to identify specific needs of the group.

One future workshop, planned as a result of recognized needs, will deal with children who have learning problems. Since the learning disabled child (LD) is usually not identified until he comes to school, this problem is specifically related to school life. Parents become embarrassed and frustrated when they realize their children are different. They need support and assistance in dealing with their own acceptance of the problem.

Early identification of a learning disability gives the greatest promise of overcoming it.

In this particular workshop parents will be asked to consider the "Principles of Learning and the Reinforcement Hierarchy" as they are found in Robert Valett's *Remediation of Learning Disabilities*.[4] The following principles of learning will be discussed:

1. **Readiness**: A child will learn when he has interest and the desire to learn and when he recognizes purpose and meaning in the task at hand.
2. **Effect**: Children should be given tasks that are appropriate for their developmental and achievement levels and that have a high probability of success.

Other principles of learning such as positive reinforcement, both immediate and intermittent, will be considered with the parents. They will also be asked to provide opportunities where children can learn and practice a variety of skills which allow them to experience success. The parent will be urged to ignore undesirable behavior since inappropriate behavior is inhibited through lack of reinforcement. Both the parents and the teacher (who will also be present at the workshop) will be asked to give the child a clear understanding of what is desired of him and to demonstrate ways that this knowledge can assist him in problem solving, both at home and at school.

Since the principles to be dealt with have been lifted from the clinical setting and will be applied to learning and behavior in both the home and school environment, parents and teachers will be asked to discuss these in small groups as a means of facilitating understanding and application of

the principles. This opportunity for sharing will hopefully assist the participants by helping them realize that many adults are facing similar problems and need to acquire skills in dealing with children who have problems.

Following the sharing sessions, participants will be presented with the more threatening subject – "Symptoms or Signs of a Learning Disability." A point-by-point discussion of such tell-tale LD symptoms such as excessive activity, lack of motor coordination, poor self-concept, reading problems, high distractability, poor visual or auditory perception, speech defects, etc. will be held. Care will be taken to explain that LD children have average or above average intelligence. It will be pointed out that all of these symptoms are seldom, if ever, found in one child, but many of them are found in the LD child. Usually, they are not recognized until the child goes to school, so the primary teacher is invaluable in recognizing the problems and in assisting both the parent and the child. For this reason also, schools are urged to give parents training in this area, for a knowledgeable parent can foresee the problem prior to school and save his child from experiencing two or three years of frustrating failure. Early identification of a learning disability gives the greatest promise of overcoming it.

With such glowing expectations for parenthood, most people find it difficult to face the reality of the hyperactive, underachieving, LD child.

After participants have developed an awareness of the signs of a learning disability, their next question will be "What can we do?" Probably they do not realize that their first move is in the affective domain. They must learn to deal with their own feelings about the LD child and must take a careful look at their manner of reacting to him. His primary need is to experience respect from the adult world. Simple efforts such as speaking to him quietly, avoiding multiple requests, allowing him to make choices, and structuring his day can work small miracles with a child who may be experiencing extreme difficulty in processing the auditory and visual input of his stressful world. Such insightful assistance as offering a simple, honest explanation of necessary medication or giving him some time to think through a command before he must act on it, will let him know that he is loved and supported. Both parents and teachers often find the LD child a cause of frustration and embarrassment. These feelings must be dealt with before the adult can provide the child with the support he needs. A general question period at this point in the workshop will offer an opportunity for ventilating the participants' anxieties and frustrations and for adopting a more realistic approach to meeting the problem.

The workshop participants, having dealt with the affective aspects of the problem, will proceed to work in small groups reconsidering Valett's "Principles of Learning". These principles are applicable to every child, but a knowledge of them is particularly important to the parent and teacher of the LD child. This activity could be supplemented by suggested instructional activities following the learning sequence of the *Illinois Test of Psycholinguistic Abilities*[5] or by materials used as aids to the classroom teacher in assisting the slow learner according to the writings of Newell C. Kephart[6].

Some of the most valuable suggestions for helping children with learning disabilities usually surface during the discussions within the small groups. Through this non-threatening sharing of their problems, parents seem to gain courage to move in a new direction. As Gordon says in his *Is There A Stranger In Your Family*[7], "Most young couples planning a family eagerly look forward to the experience of raising children. They want to be effective parents and are sure they will be. They want to avoid the mistakes their own parents made with them. They intend to give their kids all the love and attention they need. Their children will never have problems, for they will play with them, feed them the best of foods, read them stories, teach them good habits, answer their questions, and praise them generously. Of course, the youngsters will need proper discipline. Not too much, they hope. But not too little either. Punishment? Well, only when they really deserve it. Parenthood will be such a joy and the children will bring them many satisfactions. They will be proud of them for their achievements".

With such glowing expectations for parenthood, most people find it difficult to face the reality of the hyperactive, underachieving, LD child. They feel guilty, but cannot determine where they have failed. This experience of sharing their feelings of frustration is often a first therapeutic step in a positive direction of change.

In spite of the many positive results of the program, parental involvement has a long way to go. The number of parents reached is comparatively small. One day stands do not bring about lasting changes in most people's lives. As it has been indicated, it is difficult to get some parents interested in this kind of education. Time seems to be the most costly commodity on the American market and parents are hesitant about investing it in non-credit educational programs. Accepting these negatives as realities, the staff of the Richmond diocese, Department of Schools and Religious Education, continues to consider parental involvement closely bound into two of its major goals:

1. To build and serve the entire community.
2. To see the dignity of the human person and to seek justice and peace in the world.

Justice and peace must begin in the home community before the school touches the child, and it must continue in school life. Hopefully, parental involvement programs will assist both parents and teachers in their efforts to educate children.

Footnotes

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TEACHING READING SKILLS IN THE KITCHEN

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There is an enormous, often neglected opportunity for the teaching of reading skills in the kitchen with very little additional time and effort on the part of the parent or parents. Reading skills can be taught in so very many practical ways that it almost defies description and it is so convenient to combine work with play. Suspicious? Well, it does take a little more effort on the part of the parent, but then there are tremendous rewards to be had in letting one's children get involved. True, it is easier to get the work done without the children around and underfoot, but how long is childhood and why not enjoy the few years that can never be repeated?

The kitchen is an ideal place to teach reading skills since this room is so often perceived and associated with food and fun. This does not mean that reading skills could not be learned in the garden, garage, shop, etc., as it is reasonable to assume that any place the parent spends time with the child is the place where the child can learn. Since most mothers spend considerable time in the kitchen, this room can be an effective instructional area for pre-schoolers as well as children who already attend school. The kitchen usually has all the facilities necessary for a learning station and is associated with warm and good-natured activities. Also, many children do not have a quiet, isolated bedroom with a desk and even if they do, quite often prefer to do their homework at the kitchen table.

Developing awareness of order, sequence, and system can be done in the kitchen through cooking. This can best and most enjoyably be done in a recipe for making something good to eat. How enjoyable it is making something good to eat as well as educational. The impact of eating the results, such as cookies, is tremendous. Making stone soup has always been a delight for children as well as following interesting recipes from foreign countries.

Recipes are the key and should be used as often and as extensively as possible to help develop interest in reading for children. If new words are presented to children in the context of an enjoyable experience, such as a tasty experience, these words will be learned in context and find a place in either the child's active or passive vocabulary.

As new experiences are introduced, children should be taught the new words. The value in this does not lie in learning the technical vocabulary of the kitchen, but in the chance to see how language is differentiated. This helps the child sharpen his perception, and in some ways, it is like learning a foreign language.

Teach words in conjunction with activities using first the action, then the word. There is an opportunity to heighten both visual and auditory perception by teaching such concepts as simmering and boiling. Help them hear the difference between a rolling boil and a slow simmer and let the child see the big bubbles in one and the tiny pinpoint bubbles in the other.

The kitchen is the ideal place to stimulate the senses of taste and smell, and to teach the words sweet, sour, salty, and bitter. To develop perception of smells, bring out the whole spice cabinet. Have the child close his eyes and guess, through smell and taste, which you have. The kitchen is also the logical place for experiencing and learning hard, soft, greasy, sticky, hot, and cold. It is also an ideal place to help a child develop the skills needed in writing, that is, flexible finger movements, a range of hand movement, and the ability to distinguish between the right and left side of the body by learning to use each differently. There are innumerable exercises that can be built into the kitchen routine. Think of the variety of movements in hulling strawberries, snapping beans, peeling potatoes with a paring knife, beating eggs with an egg beater, stirring and beating with a spoon, slicing and chopping, grating cheese and pouring liquids.

In conclusion, if reading activities, motor activities, form perception, language building, and sequencing can be taught in the kitchen, so can mathematics, chemistry, physics, etc., especially if there is a parent around to make timely comments which focus attention on what is happening. There is so much that we assume our children know and understand. As a result, we do not develop the opportunity to demonstrate and discuss some of the magical things that happen all around us. Even if the mother does not understand the vocabulary of chemistry and physics, these experiences lay the groundwork for the understanding of these subjects and should be developed in as much detail as possible.

ON ORAL READING

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As teachers of reading, one of our functions is to check students' progress in the area of word attack skills. The most widely used medium for this purpose is oral reading. Oral reading gives the teacher an opportunity to evaluate progress in important reading skills, it aid in the development of appropriate speech, and it gives the reader practice in oral communication.

Of concern to the reading teacher is how to vary the oral reading so that it is enjoyable and meaningful for everyone involved. My students enjoy hearing themselves read on the tape recorder. Following silent reading of a story, their oral reading is tape recorded. When the tape is played back, we review mistakes made and discuss ways in which oral reading can be improved. Follow-up lessons on needed specific skills are included.

According to Albert Harris, although it is usually desirable for silent reading to precede oral reading, there are some situations when oral reading at sight is preferable, such as for diagnosis. In corrective reading, difficulties in word recognition can be corrected quickly when the first reading is oral. In group reading, children may occasionally read a story aloud at sight. Oral reading lessons that have value include taking turns in small groups, individual reading to the teacher, finding and reading answers to questions, choral reading, and reading parts in plays.[1]

The uses of oral reading as an effective medium for correcting bad habits and improving specific reading skills are many. Eldon E. Ekwall's book, *Locating and Correcting Reading Difficulties*, is a good resource for suggestions on how to improve specific oral reading difficulties. If students are word-by-word readers, try having them write their own stories and reading them aloud. Tape record their readings and contrast them with readings of unfamiliar stories, followed by discussions of the differences and the need for fluent reading. For the pupil who guesses at words, the teacher can underline words guessed as the pupil is reading. Present the material read by the pupil in a form in which the guessed words are blank lines. Ask the student to fill in the correct words from context. Have him reread several words preceding the difficult word, sound out the first one or two sounds of the difficult word, and then read several words following the difficult word. This will develop the habit of using context clues as well as beginning sounds.[2]

Teachers of reading must not lose sight of the fact that reading is "talking in print" and that children should read as naturally as they speak. Let us set good examples for our pupils and encourage their progress. By using materials with limited vocabulary problems, through breaking poor habits and building good ones, and by being patient, yet persistent, we can develop and strengthen good oral reading patterns.

Footnotes

1. Albert Harris. *How to Increase Reading Ability*, 5th ed. New York: David McKay Co., 1969, pp. 85-88.
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VSRA PURPOSES

The VSRA strives to achieve all of its purposes, including the following:

To encourage the study of reading instruction at all educational levels throughout all of Virginia . . .

To disseminate to the various local councils knowledge regarding trends, research, and new developments in the teaching of reading . . .

To promote mutual understanding and cooperative work among educators in the elementary grades, junior high schools, high schools, special areas, junior colleges, universities, and leadership positions . . .

INTERNATIONAL READING ASSOCIATION

There are 60,000 members in the IRA, which publishes *The Reading Teacher*, *Journal of Reading*, and *Reading Research Quarterly*. To become a member for one year, send your name, address and ZIP to Membership, International Reading Association, 800 Barksdale Road, Newark, De., 19711. Membership with one journal is $15; 2 journals $20; 3 journals $25; or comprehensive membership $50 (includes all journals and other publications issued during the membership year.)

PERCEPTUAL-PSYCHOMOTOR-VOCATIONAL READING AND EARLY CHILDHOOD OUTREACH PROGRAM TITLE IV C

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A survey of the needs of the students in the State of Virginia in the area of psychomotor, cognitive, and affective domains was the catalyst that led the administrators of the Bristol, Virginia Public Schools to write a most meaningful project called "Perceptual-Psychomotor-Vocational Reading", financed by the State Department of Education, Title IV C.

> Parents met regularly to learn how to teach their children at home.

The original project was developed, based on a system approach, to assure success on all levels of both product and process objectives.

Students' physical, intellectual, and emotional growth were given high priority from the beginning of the project. Learning experiences were planned through a diagnostic and prescriptive approach using behavioral objectives developed around three domains – psychomotor, cognitive, and affective.

The parent-community component was designed to elicit the fullest cooperation of the parents and community. Parents met regularly to learn how to teach their children at home. The Community Council and other agencies cooperated to help the staff implement this program.

A computer was added to the Title IV C project (1975-76) to develop an accurate automated test scoring procedure for identifying children with psychomotor deficiencies and to judge the feasibility of using these procedures remedially and prescriptively in a classroom context.

In order to "reach out" to more children, the administrators received a continuation grant from the U.S. Office of Education, Title IV C (1975-76), to inservice area staff members working with young children; to provide materials for young children through developing packets and a Toy Lending Library; and to inservice the parents of these children.

Learning through movement was stressed. Karate classes were added to the high school component of the project. The purpose of this psychomotor activity was to help the high school students discipline their behavior by attempting to bring the mind and body together. Bowling and skating experiences were also provided to help build gross motor muscles. Fine muscle development was encouraged through manipulative experiences designed in learning modules, e.g., woodwork, macrame, and auto mechanics.

The pre-school children, ages 2, 3, and 4, went to the YMCA twice a week to swim and do exercises in the gym. Parents accompanied the children to the "Y" to learn how to move with their children in the water.

The inschool children came to learning centers that were equipped to develop gross and fine motor skills. Doing and meaning were inseparable in developing the use of words. A child can be taught to say, to write, and to "read" words such as **push**, **bend**, and **dribble**; but these words hold more meaning when understood as part of play and movement. Children used movement as a means of exploring or expressing their emotions, for what a child feels is very clearly expressed through his body. (He jumps for joy, runs in fear, walks tall when he is confident, fights when he is frustrated, and shrinks away when he is unhappy.)

> ...for what a child feels is very clearly expressed through his body.

Although not all researchers agree, this project was based on the belief that the more we learn about the child, the easier it is to perceive that during the early years of his living, the quality of his perceptual movement experiences will determine the quality of his or her total learning.

There were two hundred-eighty (280) pre-school, kindergarten and first grade children and their parents in the preventive portion of the program. There were one hundred (100) 9th, 10th, 11th, and 12th grade students in the English/Reading/Psychomotor/Vocational component, making a total of three hundred-eighty (380) students and their parents.

Outside evaluators from the University of Virginia, Bureau of Research Methodology, assessed the achievement of both projects. Results for the first year were very positive. Additional data was needed to give effective guidelines for program development.

This was a challenging research experiment. Hopefully, it will lead to more effective reading programs in the future.

FUTURE DATES TO REMEMBER

May 11-14, 1976	IRA Convention, Anaheim, California
March 17-19, 1977	VSRA Convention, Roanoke, Virginia
May 3-6, 1977	IRA Convention, Miami Beach, Florida

READING AT THE SECONDARY LEVEL: A REPORT

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Teaching the secondary student to read can be very challenging. Often, this student has not had a cultural background conducive in encouraging him to read. He has generally seen little reading in the home and often may speak a dialect totally different from the language found in most high school textbooks.

There was a time when formal reading was not taught beyond the elementary school. Times have changed, however, as reading is being taught in many public high schools in the state of Virginia. As students are expected to apply reading skills in studying their high school subjects, the continuation of improvement of reading skills at the high school level is very important. Reading skills related to age and maturity, such as creative reading skills, rate development, and advanced study techniques, may be left to chance development, if not taught in the high school.

The high school reading program should focus on the developmental aspect in which all students are encouraged to participate. Such a program should encourage students to assume some planning and initiative in developing a reading program that meets their individual needs. All students would be given the opportunity to improve their ability to read in some way.

One of the most comprehensive programs concerning reading in secondary schools appears to exist in the Roanoke County schools, as reported by Polly McFarland. The program participants are both underachievers as well as capable readers. Materials used in the program are both developmental and sequentially prepared, such as *EDL, Scope* magazine, puzzles, book clubs and daily newspapers. Personnel includes a special reading teacher and/or reading specialist for each secondary school. The duties of the reading personnel involve responsibility for the *EDL* program in their schools, working with content area teachers, and together guiding students in the application of reading skills in content area learning. Specific skills of the reading teacher include learning readability formulas, the administration of tests, the use of the cloze procedure and the writing and illustrating of children's books.

It appears that students are learning to be more efficient readers with this program. Parents are also encouraged to visit classes and they often express interest in the classes.

A second school having a very comprehensive report was received from the Hampton City schools. This program seems very innovative and interesting as reported by Audrey Cooper.

Courses available include one entitled, "Developmental and Corrective Reading." This program serves to instruct students whose reading skill is less than their educational potential. The program also serves as an in-school resource to all students and teachers.

Norfolk City Schools label their program for reading in the secondary schools "The Communications Skills Program", as reported by Jeanne Bachman. This program is federally funded by ESAA. Activities include intensive laboratory instruction for severely disabled readers and cooperative teaching with classroom teachers.

There are 15 secondary schools involved, rendering services to approximately 1800 secondary students per year. Many others are involved indirectly through assistance to classroom teachers. The students are chosen from regular English classes or the students themselves may choose reading as an elective.

Reading levels are ascertained through the administration of the *Basic Test of Reading Comprehension.* Materials used are basically from the Random House System. The psycholinguistic approach has been incorporated into the Random House program with group activities, creative writing and language experience activities. Free reading is encouraged at every level. Laboratory materials reinforce study skills and concept building in several content areas with emphasis in English, social studies, science and mathematics.

At the national level, secondary reading is being more and more emphasized. The International Reading Association schedules institutes and program sessions for secondary reading teachers. There is also a special interest group designed for secondary teachers of reading. Research and professional publications frequently publish articles about the secondary student, his needs, likes, dislikes, and attitudes.

The evidence certainly points to the fact that there is increasingly more time devoted to reading instruction at the secondary level.

VIRGINIA AND FAIRFAX HIT THE "JACKPOT"

Did you read the February, 1975 issue of *The Reading Teacher?* Three articles were written by Virginians:

1. Gloria M. McDonell, a reading specialist at Crestwood Elementary School in Fairfax wrote the article "Relating Language To Early Reading Experiences."

2. Dolores Lawrence, principal of Hunt Valley Elementary School in Fairfax wrote "Sparta Revisited."

3. Dr. Mary Ann Dzama, an assistant professor at George Mason University in Fairfax wrote the article entitled "Comparing Use Of Generalizations Of Phonics In LEA, Basal Vocabulary."

INSTITUTIONALIZED CHILDREN BY THE JUVENILE COURT "HOW THEY LEARN TO READ"

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Ask yourself: "What happens to Johnny's or Susie's education when they are wards of the State through the Juvenile Courts?" Any ideas or conceptions?

Remember when Johnny or Susie sat in the back of the room when you were conducting a reading lesson, not interested, talking, no concern for learning? Later this teacher learned that they became involved with the police and were placed in a juvenile learning center by the Juvenile Court System. Hopefully you didn't think, "Thank heaven, they are gone!" After all, they may return to your class within six to eight months. This may have even more implications on student effectiveness and teacher effectiveness than the teacher may realize.

This article will attempt to provide you with the knowledge and understanding of what does Johnny or Susie do in pursuit of education under the Rehabilitative School Authority in a learning center within the Department of Corrections.

"What happens to Johnny's or Susie's education when they are wards of the State through the Juvenile Courts?"

The Virginia Department of Corrections is responsible for the custody, care, and treatment of the youths who are institutionalized. The Rehabilitative School Authority provides and is accountable for the education of the youth in a (special) normal school environment.

The medical, psychological, and sociological evaluations are under the direction of the Department of Corrections.

The educational supervisor and the trained staff of educational evaluators administer a battery of tests in reading and mathematics to each individual youth to ascertain his strengths and weaknesses in each of the areas tested. After the tests have been administered and scored by the educational evaluators, each evaluator writes a diagnostic prescription including vocabulary, comprehension, and verbal scores with suggestions to the teacher of the strengths and weaknesses of the youths for the purpose of teaching reading skills. A similiar diagnostic prescription is written for mathematics for these youths. This information is sent to the learning center when the youth is staffed (placed).

A staff of people who has been in contact with the youth, i.e., social worker, psychologist, et al (these people are from the Department of Corrections, Psychiatric Clinic), and the educational evaluators meet to ascertain the best placement for the youth. Age, handicaps, learning disabilities, and other maladjustments are considered. Upon the staff's recommendation as to placement or location of the youth in the learning centers statewide, copies of the diagnostic information are sent to the learning center's Department of Corrections' superintendent and the Rehabilitative School Authority's principal at that institution.

The first day the youth attends school, he is placed in classes, by the principal, at his level of achievement based on the educational diagnostic evaluation which was sent from the Reception and Diagnostic Center. The psychological and sociological evaluations of the youth's placement is considered because of behavioral attitudes. He may be placed in a class below his capabilities since the test scores may not have reflected his potential. The youth is incarcerated and his attitude toward testing often portrays an "I don't care" attitude. When the reading teacher recognizes this, she will administer an informal reading inventory test to ascertain approximate grade level on the skills that need to be mastered.. This is applicable to the mathematics skills as well.

In the reading center, the teacher-pupil ratio is approximately 1-10. The students in the majority of cases are unmotivated, emotionally immature, lack self-confidence, and need individualized attention. When the teacher learns the youth's interest, he may provide the materials which motivates him to teach the basic skills in reading and mathematics.

The learning centers use basal reading programs by Macmillan, Borg-Warner Systems 80, and Scholastic Action Program. This comprises the basic reading program. However, an eclectic approach is provided for students who do not benefit from the above programs. Learning centers and interest centers are both popular with the youths. Multimedia approaches are used; this is effective with some students and again it may not be, since children do not learn at the same rate or methodology. In-service programs are provided to assist the teachers keep abreast of new trends and how learning takes place.

The older youth who is functioning nearly or on grade level may enroll in the high school equivalency program and can, if he applies himself, receive his high school diploma. Age is a factor in attaining this since the student must be 17-17½ before he can take the examination. This is a requirement by the State Department of Adult Education since he cannot receive the GED Diploma until he is eighteen.

The youth is incarcerated and his attitude toward testing often portrays an "I don't care" attitude.

A systematized mathematics approach is used. Results have shown that the *Individualized Math Systems* by Ginn and Company is very effective in the teaching of mathematics. However, other mathematics programs are used at various learning centers.

Since many of the youths who are in our learning centers are functioning from two to six years below grade level, special education classes are provided with individualized and tutorial instruction for those students with learning disabilities.

Additional classes in social studies, social skills, physical

education, art, music, and crafts are offered to youths incarcerated in the learning centers.

The programs in the learning centers are non-graded. The reasons are that the student is not on grade level, he or she has emotional problems, learning disabilities, and may be socially maladjusted. Adjustments and learning experiences need to be provided in the classroom as well as in the learning centers.

Vocational courses are offered in many areas; the courses may be career awareness for younger children and entry level skills in vocations for older youths. There are twenty-six vocational courses; however, all twenty-six are not in every institution. The entry-level skills in a vocation would enable the youths to begin an apprenticeship program or further study in a vocational-technical center.

> ...many of the youths who are in our learning centers are functioning from two to six years below grade level.

The Rehabilitative School Authority emphasizes the cooperation between the academic and vocational teachers to ascertain vocabulary and reading deficiencies in the vocational programs so that the academic teachers can use vocational terminology to teach the basic reading skills to these youths enrolled in a vocational program. Similar cooperation among the vocational teachers and the mathematics teachers are used to provide the necessary mathematics skills if the students are lacking in mathematical computation.

The Rehabilitative School Authority is mandated under the Virginia State Department, Special Education to submit its Five-Year Plan as any other school district for disadvantaged youths K-21 in Youth Services, Department of Corrections. This is applicable to the Adult Services for the State Department of Adult Education.

The task that the Rehabilitative School Authority of the Commonwealth of Virginia has been charged with is an important one. It is the desire and hope that the Rehabilitative School Authority can and will meet its obligation to society to assist students to learn the reading skills and additional skills that will enable them to successfully function in the society in which we all reside, and will not return to any of the correctional institutions in the Commonwealth of Virginia.

The writer hopes that teachers in the regular public schools State-wide will have empathy and understanding of the many problems that these youths have encountered. Counselors, teachers, and schools will have the opportunity to assist these youths in getting their high school education and pursuing a vocation.

READING INSTRUCTION – A COOPERATIVE VENTURE

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Society places great value on reading; the school is the institution charged with the task of reading instruction and the persons given this charge personally are the teachers. In addition to the classroom teacher, in recent years special teachers dealing with reading instruction have become commonplace in many Virginia locations. Some of these specialists are called reading teachers. Others are called learning disabilities teachers, teachers of children with emotional disabilities, and, of course, there is the "Title I Teacher."

Many reading teachers were hired with the admonition, "We expect you to work yourself out of a job in a year or two." These specialists were to teach children who had average or above average intelligence, who were reading a year or more below their potential level, and who had positive emotional attitudes for "remediation." These children were to make miraculous gains in small group instruction with the reading teacher.

The proliferation of specialists is evidence of the naivete in these early expectations about special reading instruction. Further evidence of this lack of understanding of the problems involved is seen in the fact that we called these early programs "remedial," a term which is for many children a misnomer. To call these cases "remedial" implies to many persons that the academic problems will be removed – and removed speedily. Some reasons for progress that may be extremely slow or sporadic may include deprived environment, poor language development, malnutrition, emotional problems, minimal brain damage, perceptual deficits and many other underlying unknown causes. Although results have been significant for individual

> These children were to make miraculous gains in small group instruction with the reading teacher.

children in the special reading class, group standardized test scores rarely have indicated the "speedy removal" of problems. Because of increased understanding of the scope of problems involved, a variety of specialists have been employed with specialized training for specific problems.

Along with discovering a multiplicity of underlying causes for a child's reading problem, an increased understanding of evaluative tools becomes necessary. These tools may include standardized and informal tests, in addition to evaluation of the teaching/learning process. An ongoing "best estimate" of a child's potential for reading should be included. It should be remembered that "grade level" achievement implies an average, not an expected level for all children. Many will fall above and many will fall below average in achievement.

In some school systems, emphasis has begun to be placed on prevention of reading problems by early identification and a thoroughgoing developmental program. Reading instruction must be provided for all students – the gifted child, the so-called average child, as well as the child with learning problems. Reading specialists now often work with all children in a school alongside the classroom teacher in a team approach. Other resource personnel in reading work with children with specific problems outside the classroom. The work of all such personnel should be coordinated if all students are to be given optimum opportunities to develop their reading ability.

> Reading specialists now often work with all children.

The classroom teacher provides the most vital information about the reading progress of each child. In the classroom the teacher and the specialist may work together to determine if a child needs a change in classroom instruction. The classroom teacher may wish the specialist to work with the student in a group setting so that he or she may obtain a different perspective of the child's needs. The classroom teacher may wish to try a new technique and discuss the outcome with the specialist. The classroom teacher may wish to have a new grouping or class management techniques recommended or demonstrated. A group of classroom teachers may wish to coordinate their efforts and use the specialist to help with the organization. The classroom teacher may wish to have the specialist participate in a conference with parents or other school personnel to explain the need for changes in instruction or to request help from other sources.

Classroom teachers and specialists should not be afraid of each other. The classroom teacher should seek help from the specialist without the fear that "others" will think she or he is incapable of handling reading problems. Similarly, the specialist should feel free to work in the classroom and suggest alternative approaches to the teachers. Often the specialist learns many important lessons from the classroom teacher. Working together, classroom teachers and specialists will help meet the needs of individual children.

If observations make it apparent that the needs of the child cannot be met in the regular classroom setting, alternative approaches need to be considered. Formal testing may be administered by specialists and/or more indepth testing may be indicated as defined by state guidelines. When formal tests are administered, the results should be carefully analyzed and a program of action suggested.

The child's reading achievement, needs, and the proposed plan of action should be explained honestly to him or her as well as to the parents. The child may need to receive instruction in a small group setting away from the regular classroom. If a child has been identified as educationally deprived, learning disabled, or emotionally disturbed by established guidelines, he may be served by the appropriate teacher. According to the severity of the problem, the child may be taught on a resource basis or placed in a self-contained situation.

> Classroom teachers and specialists should not be afraid of each other.

The special teachers should work together cooperatively with each other as well as with the regular classroom teacher. Progress in all classes needs to be discussed and evaluated to determine the implementation of future programs and the possibility of return to regular classroom placement.

The goals of special services in reading are to help the child with a learning problem to read and function in the mainstream of society. For this reason, we stress the cooperation of administrators, classroom teachers, specialists, parents and the child himself.

BOOKS ARE . . .

Books are the open avenues down which, like kings coming to be crowned, great ideas and inspirations move to the abbey of man's soul.

–E. D. North–

WHILE WE CANNOT TEACH WORDS . . .

While we cannot teach words, we must teach students about words. We must develop in our young people a respect and appreciation of the force and power of words. Our language is precious, and we must use it wisely and carefully if we expect to communicate. It may truthfully said, our future depends on the words we use.

(From an article "The Need for Semantics" by A. Douglas Alley, published in *The High School Journal* in January 1974, and in *The Education Digest* in April 1974).

MAKING STANDARDIZED READING TEST RESULTS INFLUENCE THE LESSON PLANS OF TEACHERS

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It has been reported that approximately 54 per cent of students entering high school are reading at or below grade level (Karlin, 1972). This problem exists not only in urban school systems but in rural school systems as well. The ultimate solution lies with early intervention at the primary level through an effective developmental reading program. Even if successful, such a program's results may not be observed in the high school for several years. Therefore, included in the solution, at least as a temporary measure, must be a reading program for those students in high school who have reading deficiencies.

> . . developmental reading instruction in secondary schools is best conducted by classroom teachers.

In the past, secondary reading instruction has had as its nucleus a corrective program housed in a reading center laboratory (Boyle, 1971). In such an approach, small groups of poor readers are periodically excused from content area classes to receive instruction from a school reading specialist. A reading laboratory may produce good results, but in a rural school where a large percentage of students have reading deficiencies, such an approach may not benefit the majority of students. Therefore, more systems are adopting the philosophy that developmental reading instruction in secondary schools is best conducted by classroom teachers through the use of the materials of their various content areas. Also, some school systems are providing for in-service training in reading for all of their secondary teachers.

Goochland High School, Goochland County, Virginia, serving approximately 540 students in a rural community, in 1974-75 began a teacher in-service training program in reading for all school personnel. This in-service was unique in that it involved a two-phased approach to the problem: (a) training in techniques for teaching reading in content areas, and (b) training in proper utilization of standardized test results in reading and other areas. A description of the first phase was reported in *Reading in Virginia* (Spring, 1975). This paper will examine the second phase: the unique way in which students, teachers, and administrators were made aware of all aspects concerning standardized tests.

The state of Virginia mandates that high schools give certain aptitude and achievement tests to students at designated grade levels. Since 1974, the Goochland Public School System has taken this a step further to include each year pre- and post-standardized testing at each grade level in the high school. The additional testing was undertaken after administrators realized something needed to be done about the students' low scores on the *SRA Assessment Survey – ITED*. Although expensive and time consuming, the extra testing and subsequent use of test results by students and teachers has been well worth the effort.

In the spring of 1975, the first step that had to be undertaken was that of preparing the faculty for a change in approach to standardized testing. During faculty in-service, the principal and guidance counselors reviewed all test results noting that in all content areas reading scores were exceptionally low. Also, teachers were instructed in techniques for administering the tests. Previously, the faculty had not been involved in administering the test. It was hoped that increased faculty involvement would alert the teachers to students' problems (a) in actually taking the test, and (b) in dealing with the reading skills involved in taking the test.

Next, students had to be prepared for an increased emphasis on standardized testing. It was general knowledge that prior to this time students disliked having to take standardized tests and often refused to cooperate by doing little more than randomly marking answers. In order to effect the change, one member of a staff team, composed of the principal, guidance counselors, reading teacher, and math resource teacher, visited each homeroom to discuss testing with students. The staff members detailed comparisons between Goochland scores and the higher state averages. Also, students learned how test scores were important as part of their permanent record and in determining course offerings. In addition, staff members explained to students that their school was beginning a diagnostic-prescriptive approach and that they would be getting feedback on the standardized tests in the form of individual profile sheets which would designate skill strengths and weaknesses. Finally, the student learned that each of his teachers would receive a copy of his profile and that he could expect instruction most directly related to his skill weaknesses.

> . . students disliked having to take standardized tests and often refused to cooperate.

In the summer of 1975 special in-service was arranged to instruct the staff in the proper interpretation of test results and in diagnostic-prescriptive teaching. A consultant from Science Research Associates reviewed the particular kinds of information given by the SRA test. Also, the reading teacher explained how the profile sheets could be used to individualize instruction. Class profiles were developed so teachers could adjust lesson plans to meet the needs of groups of students within a given class who exhibited similar skill deficiencies in reading. Finally, teachers prepared a guide which specified instructional strategies to improve deficient skill areas.

In the fall after test results were returned and distributed to teachers, additional in-service was provided to afford

teachers practice with the diagnostic-prescriptive approach. The reading teacher selected random classes, analyzed general student strengths and weaknesses, and led the staff in the practice of developing classroom reading strategies.

It is interesting to note how students have been affected by the new approach. They have shown greater interest in receiving test results, even to the point of asking for their results before they were available. Students have been for the first time interested in an objective discussion of their strengths and weaknesses and in being scheduled for classes that will help improve their reading.

Even though it is too early to assess the full influence of the increased emphasis, several positive changes are apparent. First, several curricular changes have taken place. English teachers have requested that the reading teacher offer several reading-skill classes for English credit. Also, the English department itself is offering skill oriented language arts classes. In addition, the entire school faculty has committed itself to teaching the fundamentals of language development in each subject area class.

Students have been for the first time interested in an objective discussion of their strengths and weaknesses.

The most noteworthy change is that this rural high school appears to be coming to grips with its reading problems. Teachers are more aware of student needs through being surrounded with diagnostic information. Teachers who formerly were intimidated by test results now confidently use those results when planning class activities. In-service has provided a vehicle through which teachers have learned to make intelligent judgments about their students.

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SUCCESSFUL READERS THROUGH LINKAGE OF HOME AND SCHOOL IN THE READING PROGRAM

Mrs. Virgie M. Binford
Coordinator and Elementary Supervisor
Follow Through Program
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Richmond, Virginia 23219

Believing in the "right to read" for every child, the goal of the faculty of Summer Hill – Ruffin Road School was to discover ways in which this could be realized. The principal, curriculum specialist and faculty decided that the Follow Through Program, using the Florida Parent Education model under Grant Number OEG–0-9-522458-4288(100), could serve as a structure for a research design testing the hypothesis that children will become abled readers when home and school are tuned in on the same continuum.

The following study, initiated in October, 1974 through June, 1975, involving three kindergarten and three first grade classes of Follow Through children compared with three kindergarten and three first grade controlled classes. The Follow Through children (or experimental groups) received weekly home-learning reading activities that were taken into the home of each child by a Parent Educator (Paraprofessional) with adequate instruction given to parents or mothering ones on how to work with each child. While the home-learning activities were fun to do, each one reinforced readiness or reading skills initiated in the classroom.

The control groups received the same quality of classroom instruction, but the home was not involved in the reading program.

Results of pre- and post-tests indicated that significant gains were made from the home and school linkage as compared with classroom instruction alone.

Ingredients for success in this reading program were the excellent leadership and interest in the teaching of reading that was exhibited by the Principal, A. Edward Ooghe; the Curriculum Specialist, Mrs. Loretta Jacobs; and the Reading Teacher, Mrs. Carolyn Chapman. They provided the team spirit that inspired each member of the faculty with positive thoughts about their children's achievement. The self-fulfilling prophecy that every child can achieve was realized.

SUMMER HILL-RUFFIN ROAD SCHOOL
June 30, 1975

Year End Report of the
Alternative Program at
Summer Hill-Ruffin Road School

Program Title: Follow Through (LINK)

Objective:

To strengthen the home-school link and offer an alternative/supplemental means of developing reading readiness and reading skills by training paraprofessionals, under the supervision and guidance of professionals, to make weekly visits to the homes of selected kindergarten and first grade pupils in order to teach learning tasks

(reading), developed by professionals, to parents who in turn will work with their child primarily in the area of reading.

Implementation Date: October 1974.

Grade: K-1

Content Area: Reading

Plans for Modification:

1. Conduct meetings with parents involved to stress importance of home learning tasks.
2. Send reminders to parents who fail to return learning tasks to school.
3. Possibly house all alternative classes in one building (Ruffin Road School) in 1975-76.
4. Increase home visits by professionals.

Table I

Boehm Test of Basic Concepts

Comparison of Mean Scores of Kindergarten Pupils
October, 1974 and May, 1975

Teacher	Pre Mean Score	Post Mean Score	Mean Score Gain
Draper (e)*	26.0	42.7	16.7
Gay (c)	29.0	39.7	10.7
Carroll (e)	34.0	44.3	10.3
Manuel (c)	28.0	38.6	10.6
Bates (e)	32.0	42.0	10.0
Ready (c)	26.0	38.6	12.6
Average Means			
Experimental	30.7	43.0	12.3
Control	27.7	39.0	11.3

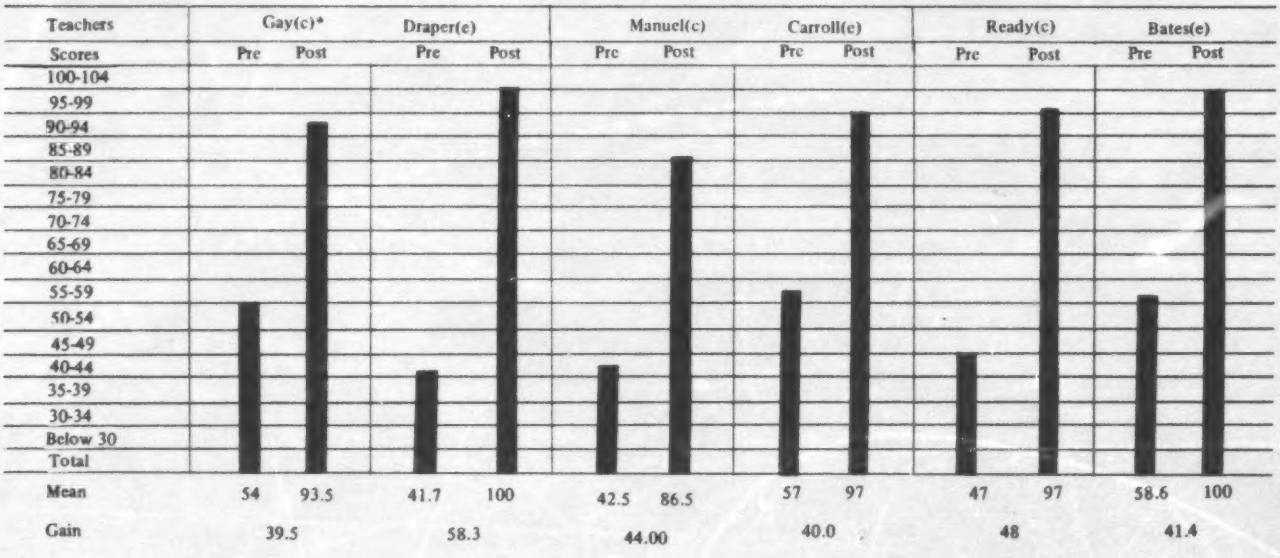
NOTE: Mean scores were computed from a possible total score of 50.

(*e–experimental group; c–control group)

Graph I

Distribution of Scores

October, 1974 and May, 1975 — *Lippincott Letter Knowledge Test* — Summer Hill-Ruffin Road School



(*e–experimental group; c–control group)

Reading Readiness Skills Status of Kindergarten Pupils at the Beginning and at the End of the 1974-75 School Year

The status of the readiness skills and basic concepts skills of the kindergarten experimental and control groups was measured at the beginning of the school year by the *Lippincott Letter Knowledge Test* and the *Boehm Basic Concepts Test, Form A.*

In order to determine the readiness of the pupils at the end of the school year, the *Lippincott Letter Knowledge Test* and the Form B of the *Boehm Basic Concepts Test* were administered in May, 1975. It was considered desirable to design tables that would make it possible to compare the readiness level of the pupils at the end of the school year with those at the beginning. Data for the experimental and control groups can be found in Table I and on Graph I, which show a comparison of the mean class scores of the groups in October of 1974 with those in May of 1975.

Reading Skills Status of First Grade Pupils at the Beginning and at the End of the 1974-75 School Year

The reading skills status of the first grade experimental and control groups was measured at the beginning of the school year with *The Gates-MacGinitie Reading Test, Form A.*

In order to determine the reading skills achievement of the pupils at the end of the school year, *The Gates-MacGinitie Reading Test, Form B,* was administered in May, 1975. It was considered desirable to design tables that would make it possible to compare the reading levels of the pupils at the end of the school year with those at the beginning. Data for the experimental and control

groups can be found in Tables II and III, which show a comparison of mean grade placement in vocabulary and comprehension skills of the groups of pupils in October of 1974 with those in May of 1975.

Table II

Comparison of Gates-MacGinitie
Reading Vocabulary Mean Grade Placement
of First Grade Classes
October, 1974 and May, 1975

Teacher	Pre	Post	Gain
Taylor (e)*	1.5	3.2	1.7
Whitaker (c)	1.4	3.2	1.8
Strulson (e)	0.4	2.9	2.5
Schwitzer (c)	0.3	1.0	0 7
Thomas (e)	0.5	1.3	0.8
Johnson (c)	0.4	0.6	0.2
Average Mean Grade Placements			
Experimental Groups	0.8	2.5	1.7
Control Groups	0.7	1.6	0.9

(*e–experimental group; c–control group)

Table III

Comparison of Gates-MacGinitie
Reading Comprehension Mean Grade Placement
of First Grade Classes
October, 1974 and May, 1975

Teacher	Pre	Post	Gain
Taylor (e)*	1.2	3.2	2.0
Whitaker (c)	1.5	2.9	1.4
Strulson (e)	1.8	2.9	1.1
Schwitzer (c)	0.8	1.0	0.2
Thomas (e)	1.1	1.3	0.2
Johnson (c)	0.0	1.2	1.2
Average Mean Grade Placements			
Experimental Groups	1.4	2.5	1.1
Control Groups	0.8	1.7	0.9

(*e–experimental group; c–control group)

BOYS AND GIRLS LEARN TO READ DIFFERENTLY?

A report of testing by three British psychologists seems to support the theory that women rely more on sounding words out when they read and that men rely more on recognition by spelling. The report was described in an article in the March 15, 1975 issue of *Science News*, which concluded that if such a sex difference should be found in young children, methods of teaching reading might be differentiated for boys and girls.

Changing Times, The Kiplinger Magazine
August, 1975, p. 20

VIRGINIA EDUCATORS ARE BOOK PUBLISHERS, TOO

Dr. Rudolph F. Wagner, Chief Psychologist for the city of Richmond public schools just published this year *Modern Child Management: Behavior Modification at School and Home.* The book is published by Mafex Associates, Inc. Publishers, 111 Barron Ave., Johnstown, Pa., 15906, and costs $4.95.

Nancy F. Sprague of George Mason Junior-Senior High School in Falls Church is one of three authors of *Social Issues Through Inquiry*, published in 1975 by Prentice-Hall Inc., Englewood Cliffs, N.J., 07632.

Robert L. Gilstrap and William R. Martin, both of George Mason University, are authors of *Current Strategies for Teachers* published by Goodyear Publishing Co., Inc., 15113-15 Sunset Blvd., Pacific Palisades, Calif., 90272. Publication date was March, 1975.

A NOTE FROM THE EDITORS

This issue of *Reading in Virginia* is being mailed to each of the 4,000+ members of the VSRA!

The Board of Directors of the VSRA has authorized the Publications and Research Committee to publish two copies of *Reading in Virginia* each year, to be published in March and September. Deadlines are January 1 and July 1.

Guidelines for submitting an article are:

1. Any topic related to reading may be discussed. It can be a research article or it can be an article providing information on a reading project, reading series, reading materials and equipment, successful methods and techniques used in teaching reading, etc.
2. Number of words: any reasonable length.
3. Please type your article – double-spaced. Please type on only one side of each sheet.
4. Please sign your name, title, and address (school and home). Please give your article a title.

We are most interested in publishing your article about reading. Write your article NOW. Submit your article to the editors by July 1, 1976, so it can be considered for publication in the next issue. The only way teachers can find out about reading in Virginia is for you to write an article for *Reading in Virginia.*

Please submit your article to:

Dr. Robert D. Gibbons, Editor
Mr. J. Lee Pemberton, III, Assistant Editor
Longwood College
Farmville, Virginia 23901

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THE FIRST R

Available from WVPT, the ETV station in Harrisonburg, is a thirty-minute video tape titled, "The First R" which investigates a number of exemplary practices in the teaching of reading throughout the Commonwealth of Virginia.

The First R covers such topics as:

- Remedial Reading
- Individual Instruction
- Reading Volunteers
- Evaluation and Prescription
- Home-School Relationships
- Teacher Retraining
- Improving Reading Skills in Junior High
- Creative Use of Library Facilities

Educational institutions represented include:

- The Reading Center, Virginia Commonwealth University–Richmond
- Parkview Junior High School–Roanoke
- Page County School Communication Program–Luray
- Fort Defiance High School–Augusta County
- Maymont Elementary School–Richmond
- Cameron Elementary School–Fairfax County
- Reams Road Elementary School–Chesterfield County
- John B. Cary Elementary School–Richmond

The video tape is available from either WVPT-TV, Port Republic Road, Harrisonburg, Virginia, 22801, or Demonstration Materials Center, State Department of Education, 616 E. Main Street, Richmond, Virginia. Attention: Mrs. Amy Bradner.

VIRGINIA STATE READING ASSOCIATION

MEMBERSHIP APPLICATION

If you are not a member of VSRA, but would like to join:

Name . . . . . .

Address . . . . . .

. . . . . .

Zip

School Position . . . . . .

Member of International Reading Association: Yes [ ] No [ ]

Send application and dues of $2.00 to: Mrs. Anne Henry
506 – 27th Street
Virginia Beach, Va., 23451

(Make check payable to
Virginia State Reading Association)

DEMONSTRATION MATERIALS CENTER

Want to view instructional materials and programs at your own convenience and without the pressure of a salesman? The State Department of Education of the Commonwealth of Virginia has established a Demonstration Materials Center. Located at 616 E. Main Street in Richmond (enter parking lot from Sixth St.), the center is open daily from 8:30 until 5:00.

Mrs. Amy Bradner, Director, will provide an orientation tour and assist you in any way. Why not arrange for all of your reading teachers to spend an In-service Day with Mrs. Bradner and her capable staff?

VIRGINIA TEACHERS PUBLISH IN OTHER JOURNALS, TOO

Have you read these articles:

1. "Using LEA To Teach Blind Children To Read" in the December, 1975 issue of *The Reading Teacher* and written by Rebecca Gavurin Curry (a University of Virginia student studying special education for the visually impaired).

2. "Priming–A Method To Equalize Differences Between High and Low Achievement Students" in the November, 1975 issue of the *Journal of Reading*. Stevan Devan is a reading specialist, Rozalyn Klein and Terrence V. Murphy are U.S. history teachers. All three teach at Lafayette High School in Williamsburg, Virginia.

BICENTENNIAL BOOKMARK

Old Limericks Selected by Alvin Schwartz

There was a small boy of Pawtucket,
He bought him an orange to suck it;
He had a long nose
And you may suppose
Into the orange he stuck it.

HARPER'S WEEKLY, 1864

There was a young man named DeL&,
Who played the brass horn in the b&;
He blew such a blast
That as he went past
He blew all the fruit off a st&.

THE ARGONAUT, 1883

Decorations & design by Rosemary Wells.
Program sponsored by The Children's Book Council, Inc.

The Bookmark and Reading Record displayed on this page are but a few of the Bicentennial-related reading materials available from:

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AMERICAN BICENTENNIAL READING

My Reading Record